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AUTHOR	Echternacht, Lonnie; Lang, Mary Jane
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ABSTRACT

Designed to serve as a supplement to published materials currently available, this word processing instructional/learning materials guide is divided into five major sections: word processing equipment, dictation techniques, case problems in word processing, career opportunities in word processing, and phases in establishing an instructional word processing center. Included in sections 1, 2, and 4 are suggested course objectives, a course outline, student learning activities and materials, and student evaluation activities. Section 3 provides fifteen case problems which provide (1) situations for analyzing the five phases of word processing, (2) human relations situations, and (3) situations directly involved with the input and output of word processing. The fifth section contains a survey to determine word processing needs of area businesses and a prospective student survey for word processing programs. A glossary of selected word processing terms is included along with a list of sources of word processing films and a selected bibliography of instructional materials. (LRA)

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ED177306

EPDA 553 PROJECT

WORD PROCESSING FOR BUSINESS AND OFFICE EDUCATION
BLOCK-TIME PROGRAMS

INSTRUCTIONAL MATERIALS IN WORD PROCESSING

Developed by Project Participants and
Selected from Current Publications

Dr. Lonnie Echternacht, Project Director
Dr. Mary Jane Lang, Project Associate Director

University of Missouri-Columbia
Columbia, Missouri

CE 018 367

U.S. DEPARTMENT OF HEALTH
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September 30, 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

Word processing represents the nucleus of a technological revolution taking place within offices. Few new systems in the history of American business have developed so rapidly as has word processing. The concepts of word processing are in use today in thousands of business, professional, and governmental offices. However, individuals involved in word processing will often explain word processing quite differently. Sometimes word processing is explained as the entire system of typing and administrative support. At other times, it will be explained as just the typing activities grouped into a word processing center. Others will explain it as a means of gaining improvement, efficiency, and reduction of costs in the internal operation of an organization.

Like data processing when it was new, word processing--which combines sophisticated equipment, new procedures, and newly trained people to produce written communications more efficiently--is growing faster than the supply of trained people. Experts predict that word processing will be an $8 billion industry in 1980.

Word processing is one of the fastest growing areas of curriculum development in business education today. Students, teachers, and business people are eager for courses that include word processing concepts and training on sophisticated input and output equipment. A number of problems have stood in the way. Cost has been one of them. The expense of word processing equipment, which can easily run from $4,000 to over $12,000 for one basic output machine, puts hands-on training beyond the reach of many schools.

Another problem is the recent emphasis on equipment. Many teachers do not yet have the background or exposure themselves to feel comfortable teaching word processing. A further problem is the great variety of equipment and the rapidly changing technology of the field. The student exposed to one type of equipment may never meet it on the job.

Finally, the lack of curriculum materials has slowed the development of word processing units and courses. Until recently, teachers had to develop their own instructional/learning materials.

However, these problems are now being solved. Carefully designed educational, noncommercial films are available that take a considerable load off the teacher. Some of the films

are structured as a series touching all aspects of word processing so they can be used as the nucleus of a full-fledged word processing course or as a mini-course in themselves. Films can be used to provide students a basic understanding of the concepts of word processing, introduce them to the new careers available in today's offices, and help them gain familiarity with word processing equipment and how it operates--without the enormous expense of buying sophisticated equipment. Where equipment is available, the films will help broaden the student's exposure to different types of equipment as well as its operation and use.

Also, many companies that sell word processing equipment have excellent films available to explain the basic concepts and procedures of word processing as well as how their particular equipment operates and may be utilized.

Other advantages of films include the exposure to many viewpoints and ideas about word processing; the opportunities to see and hear real-life managers, supervisors, and word processors in their actual work situations; and the entertainment and interest-holding qualities of film.

Appendix A contains a list of selected sources of instructional films--both noncommercial and commercial--currently available for word processing instruction.

Word processing instructional/learning materials including complete textbooks as well as units of certain textbooks, instructor's resource packages or manuals, workbooks, prerecorded tapes, multi-media packages, etc., are now available from a variety of publishing companies and distributors. The number and variety of word processing instructional materials available for classroom use continues to increase.

Appendix B contains a selected bibliography of word processing textbooks and sources of instructional materials for teachers of word processing.

The instructional/learning materials contained in this publication were selected from those developed by participants in the two in-service word processing institutes held on the University of Missouri-Columbia campus during 1978. These materials do not represent an entire course on word processing. They were selected on the basis of their value as supplements to published materials currently available for teachers and their contribution to the following basic objectives of word processing instruction:

To provide students with a basic understanding of the concepts and key ideas of word processing as well as related business concepts.

To introduce students to word processing and other business vocabulary.

To teach students about today's changing office careers, the changing role of the secretary, and the new careers available in word processing and administrative support.

To introduce students to the equipment of word processing and its basic operation.

To give students a realistic look into the daily operations of the business office and understanding and feeling for their potential job world.

To teach students the important skills of dictation.

WORD PROCESSING FOR BUSINESS AND OFFICE
EDUCATION BLOCK-TIME PROGRAMS

Participants

Janell Amos
St. Louis City

Jeanne Angell
Lebanon R-III

Sylvia Baltz
St. Louis Community College,
Forest Park

Dorothy Baumann
Mehlville R-IX, St. Louis

Shirley Breeze
St. Louis Community College,
Meramec

Joyce Caton
Hazelwood

Margaret Clare
Lincoln County R-III, Troy

Elaine Clark
Pike and Lincoln Counties
Area School, Eolia

Nelva Claycomb
Trenton Junior College

Carole Cobb
Eldon R-I

Robert Davis
Raytown C-2

Sandra Farris
Boonville R-I

Mary Fuller
St. Louis Community College,
Forest Park

Gene Haun
Richmond R-XVI

Sharron Hays
Salem R-80

Linda Henson
Jefferson Junior College,
Hillsboro

Carol Hicks
St. Louis City

Jan Johnson
North Kansas City

Adele Jones
St. Louis Community College,
Florissant Valley

Doris Lamkins
North Kansas City

Dortha Martin
St. Louis Community College,
Forest Park

Elizabeth Mauzey
Maryville R-II

Beverly McIntyre
Hazelwood

Nadine Muhrer
East Central Junior College,
Union

Leona O'Dell
Marshall

Pat Prugh
St. Clair R-13

Cindy Reynolds
Eldon R-I

Linda Rice
Glasgow R-II

Sandra Ridder
Lexington R-V

Suzann Roberts
Scotland County R-I, Memphis

Karen Rosecrans
North Kansas City

Myrna Sanders
Jefferson Junior College,
Hillsboro

Charlene Schillie
Moberly Junior College

Wilma Sharp
St. Louis City

Carolyn Smith
Trenton Junior College

Maureen Spense
Mehlville R-IX, St. Louis

Marjorie Summers
Clark County R-I, Kahoka

Marsha Wedberg
Mehlville R-IX, St. Louis

Cora Wright
North Kansas City

Mary Yahnig
Midway Cass R-I, Cleveland

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PART I

WORD PROCESSING EQUIPMENT

Familiarity with various pieces of word processing equipment--its operation, feasibility, and versatility--is important to an understanding of word processing technology.

SUGGESTED OBJECTIVES

To become familiar with the major manufacturers of equipment.

To consider the management concepts concerning equipment.

To appreciate the historical development and improvements made in office equipment.

To gain an insight into cost factors relative to equipment.

To become acquainted with the basic operation and function of most communicating, dictating, producing, storing, and reproducing equipment currently used.

To gain an awareness of how each phase of the word processing cycle is integrated into the total system.

To become familiar with the advantages and disadvantages of various word processing equipment.

To develop an awareness of the extent of current use of word processing equipment.

To develop a basis for evaluating various pieces of equipment and be able to determine the most appropriate to meet the particular needs of the user.

CONTENT OUTLINE

I. ORIGINATION: DICTATION

- A. Historical Influence
- B. Categories
  1. Desk-top
  2. Portable
  3. Central system
     - a. Discrete
     - b. Endless loop
- C. Media
- D. Operational Techniques
- E. Selection
  1. Advantages/Disadvantages
  2. Options
  3. Quality
  4. Features
  5. Cost
  6. Usage
  7. Appropriateness
- F. The Future--Voice-compression Units

II. PRODUCTION: WORD PROCESSOR

- A. Historical Influence
- B. Logic
- C. Media
  1. Cassette
  2. Floppy disk
  3. Magnetic card
  4. Belt
  5. Hard disk
  6. Magnetic tape
- D. Basic Kinds
  1. Automatic typewriters
  2. Stand-alone units
  3. Shared logic systems
  4. ATS computer text editing
- E. Operational Techniques
- F. Selection Considerations
  1. Special features
  2. Cost--lease/purchase
  3. Quality
  4. Options
  5. Conversion ability
  6. Print speed
  7. Visual screen (CRT)
  8. Operation complexity
  9. Compatibility--computer/photocomposition
  10. Dual-capacity
  11. Key arrangement
- G. The Future--Voice-activated Typewriter

III. REPRODUCTION: COPY/DUPLICATION

- A. Historical Influence
- B. Copying
  - 1. Processes
    - a. Thermographic
    - b. Electrostatic
  - 2. Equipment
    - a. Types
    - b. Feature options--duplexing/color/reduction
  - 3. Operation
- C. Duplicating
  - 1. Equipment
    - a. Spirit
    - b. Mimeograph
    - c. Offset
  - 2. Masters
    - a. Preparation
    - b. Choice
  - 3. Operation
  - 4. Other considerations
- D. Copier/Duplicator
- E. Selection Considerations
  - 1. Advantages/disadvantages
  - 2. Speed
  - 3. Quality
  - 4. Appropriateness
  - 5. Collation capability
  - 6. Usage
  - 7. Cost--equipment/per copy
  - 8. Convenience
  - 9. Size
- F. Additional Semi-reproduction Equipment
- G. The Future--Low-cost, Plain-paper Copier

IV. STORAGE: INFORMATION/RECORDS

- A. Historical Influence
- B. Manual Filing Systems
- C. Automated Filing Systems
- D. Microform
  - 1. Kinds
    - a. Microfiche
    - b. Microfilm
    - c. Aperture cards
    - d. Jacketed film
  - 2. Auxiliary equipment
    - a. Reader
    - b. Printer
    - c. Microfilmer
    - d. Other

E. Considerations
   1. Legal protection
   2. Control
   3. Retrieval/remote access
   4. Security
   5. Value
   6. Expense
   7. Updating
   8. Distribution
   9. Space use
   10. Usage
   11. Cost
   12. Transfer/retention
   13. Organizational evaluation

F. Advantages/Disadvantages

G. Other Configurations

H. The Future--Extensive Use of Computer Output Microfilm

V. COMMUNICATION/DISTRIBUTION

A. Historical Influence

B. Standard Delivery/Mail Services

C. Alternate Systems
   1. Robot mailmobiles
   2. Private carriers

D. Telecommunications
   1. Data transmission network
   2. Facsimile
   3. Communicating typewriter
   4. Electronic mail (mailgram)
   5. Teletypewriter
   6. Telephone
      a. WATS
      b. FX
      c. Other services
   7. Computers
   8. Switchboards
      a. PABX
      b. Computerized
      c. Advanced configurations
   9. Other

E. Selection Considerations
   1. Cost
   2. Availability
   3. Security
   4. Urgency of message
   5. Length of message
   6. Appropriateness
   7. Distance
   8. Different kinds

F. The Future--Home-office Telecommunications System

VI. ORGANIZATION/MANAGEMENT OF EQUIPMENT

- A. Maintenance
- B. Replacement
- C. Lease/Purchase
- D. Specifications
- E. Vendor
  - 1. Training provided
  - 2. Reputation
  - 3. Software
- F. Office Requirements

VII. INITIATION OF ADVANCED EQUIPMENT--PSYCHOLOGICAL FACTORS

SCAN-'N-FIND

ORIGINATION

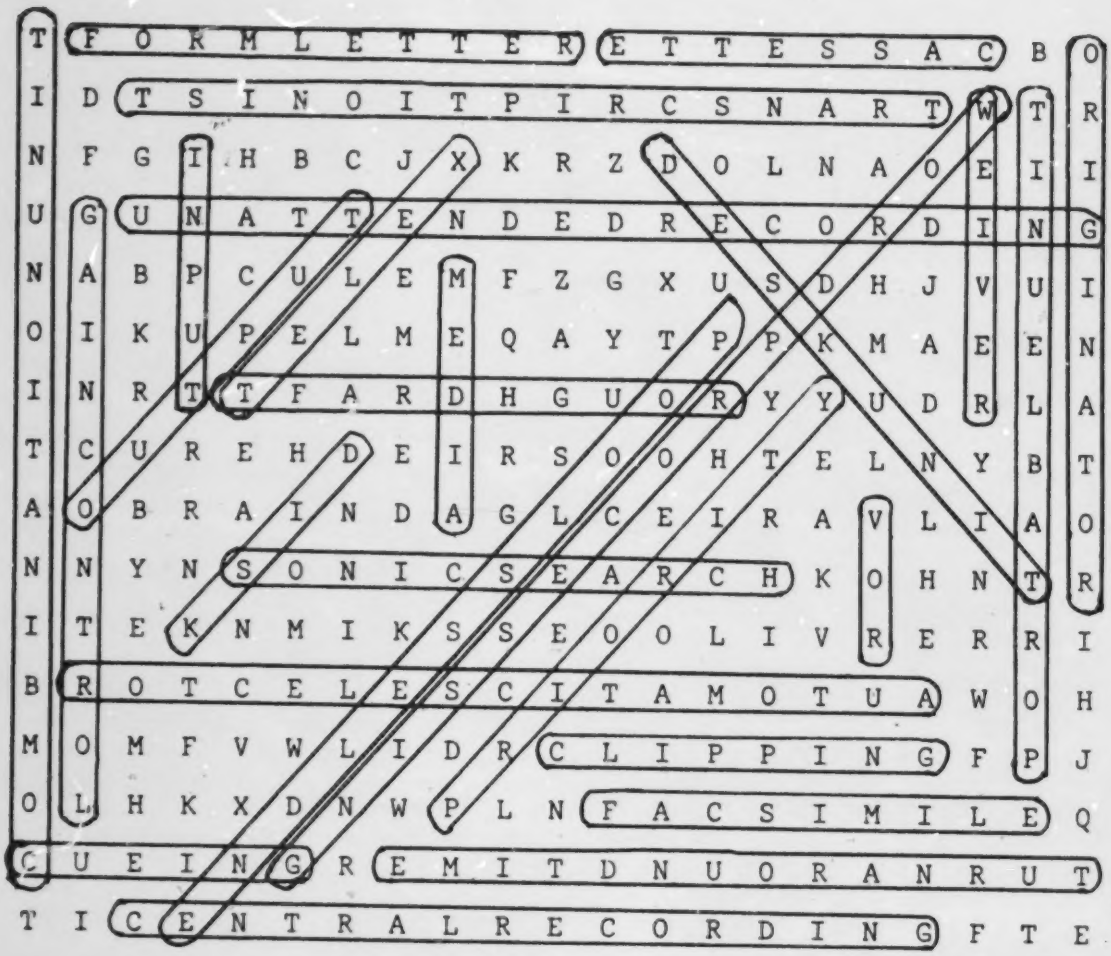
T F O R M L E T T E R E T T E S S A C B O
I D T S I N O I T P I R C S N A R T W T R
N F G I H B C J X K R Z D O L N A O E I I
U G U N A T T E N D E D R E C O R D I N G
N A B P C U L E M F Z G X U S D H J V U I
O I K U P E L M E Q A Y T P P K M A E E N
I N R T T F A R D H G U O R Y Y U D R L A
T C U R E H D E I R S O O H T E L N Y B T
A O B R A I N D A G L C E I R A V L I A O
N N Y N S O N I C S E A R C H K O H N T R
I T E K N M I K S S E O O L I V R E R R I
B R O T C E L E S C I T A M O T U A W O H
M O M F V W L I D R C L I P P I N G F P J
O L H K X D N W P L N F A C S I M I L E Q
C U E I N G R E M I T D N U O R A N R U T
T I C E N T R A L R E C O R D I N G F T E

There are 27 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

automatic selector
cassette
central recording
clipping
combination unit
cueing
desk unit
disk
endless loop
facsimile
form letters
gain control
input
media
originator
output
portable unit
priority
rough draft
sonic search
review
Telex
transcriptionist
turn around time
unattended recording
VOR
word processing

SCAN-'N-FIND

ORIGINATION



There are 27 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

automatic selector
cassette
central recording
clipping
combination unit
cueing
desk unit
disk
endless loop
facsimile
form letter
gain control
input
media
originator
output
portable unit
priority
rough draft
sonic search
review
Telex
transcriptionist
turn around time
unattended recording
VOR
word processing

SCAN-'N-FIND

PRODUCTION

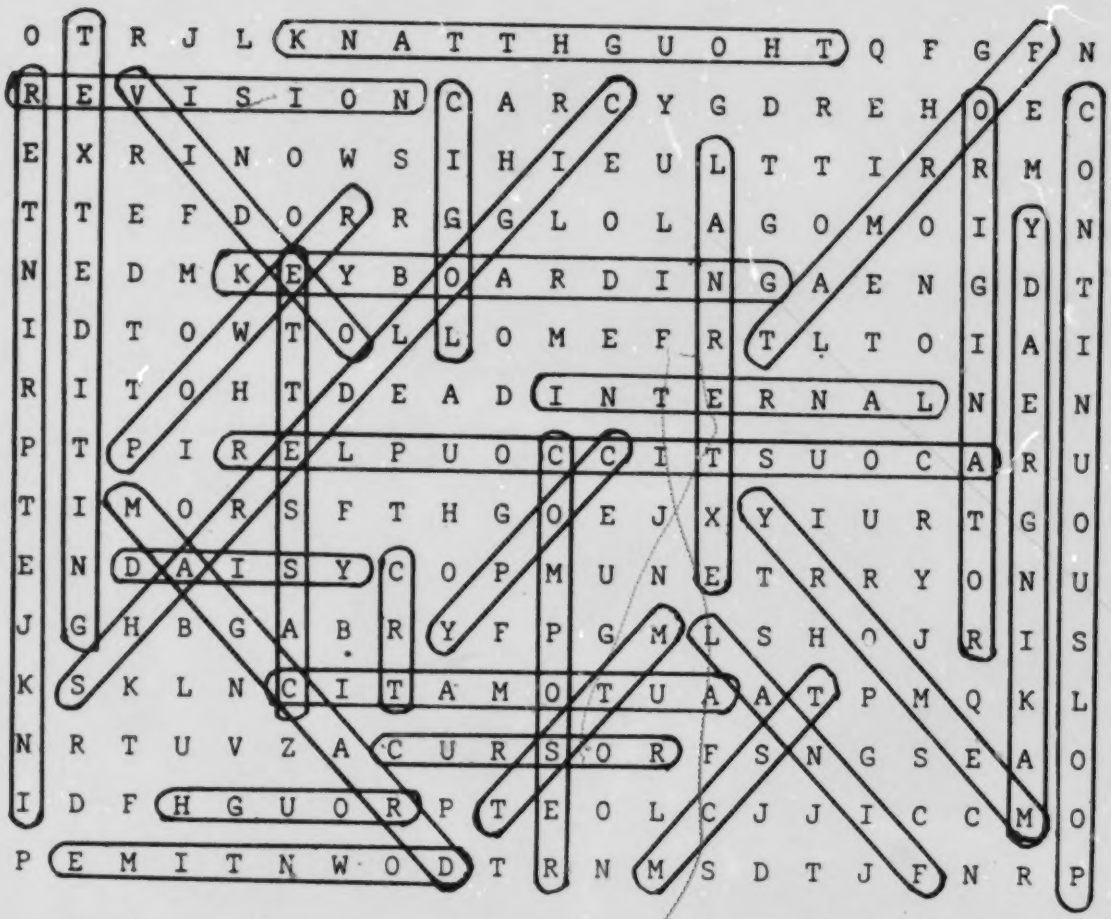
O T R J L K N A T T H G U O H T Q F G F N
R E V I S I O N C A R C Y G D R E H O E C
E X R I N O W S I H I E U L T T I R R M O
T T E F D O R R G G L O L A G O M O I Y N
N E D M K E Y B O A R D I N G A E N G D T
I D T O W T O L L O M E F R T L T O I A I
R I T O H T D E A D I N T E R N A L N E N
P T P I R E L P U O C C I T S U O C A R U
T I M O R S F T H G O E J X Y I U R T G O
E N D A I S Y C O P M U N E T R R Y O N U
J G H B G A B R Y F P G M L S H O J R I S
K S K L N C I T A M O T U A A T P M Q K L
N R T U V Z A C U R S O R F S N G S E A O
I D F H G U O R P T E O L C J J I C C M O
P E M I T N W O D T R N M S D T J F N R P

There are 30 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

acoustic coupler
automatic
cassette
composer
continuous loop
copy
CRT
cursor
Daisy
downtime
external
final
format
Ink Jet Printer
internal
keyboarding
logic
Mag Card
making ready
MC/ST
memory
MT/ST
originator
power
revision
rough
shared logic
text editing
Thought Tank
video

SCAN-'N-FIND

PRODUCTION


O T R J L K N A T T H G U O H T Q F G F N
R E V I S I O N C A R C Y G D R E H O E C
E X R I N O W S I H I E U L T T I R R M O
T T E F D O R R G G L O L A G O M O I Y N
N E D M K E Y B O A R D I N G A E N G D T
I D T O W T O L L O M E F R T L T O I A I
R I T O H T D E A D I N T E R N A L N E N
P T P I R E L P U O C C I T S U O C A R U
T I M O R S F T H G O E J X Y I U R T G O
E N D A I S Y C O P M U N E T R R Y O N U
J G H B G A B R Y F P G M L S H O J R I S
K S K L N C I T A M O T U A A T P M Q K L
N R T U V Z A C U R S O R F S N G S E A O
I D F H G U O R P T E O L C J J I C C M O
P E M I T N W O D T R N M S D T J F N R P

There are 30 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

acoustic coupler
automatic
cassette
composer
continuous loop
copy
CRT
cursor
Daisy
downtime
external
final
format
Ink Jet Printer
internal
keyboarding
logic
Mag Card
making ready
MC/ST
memory
MT/ST
originator
power
revision
rough
shared logic
text editing
Thought Tank
video

SCAN-'N-FIND

REPRODUCTION

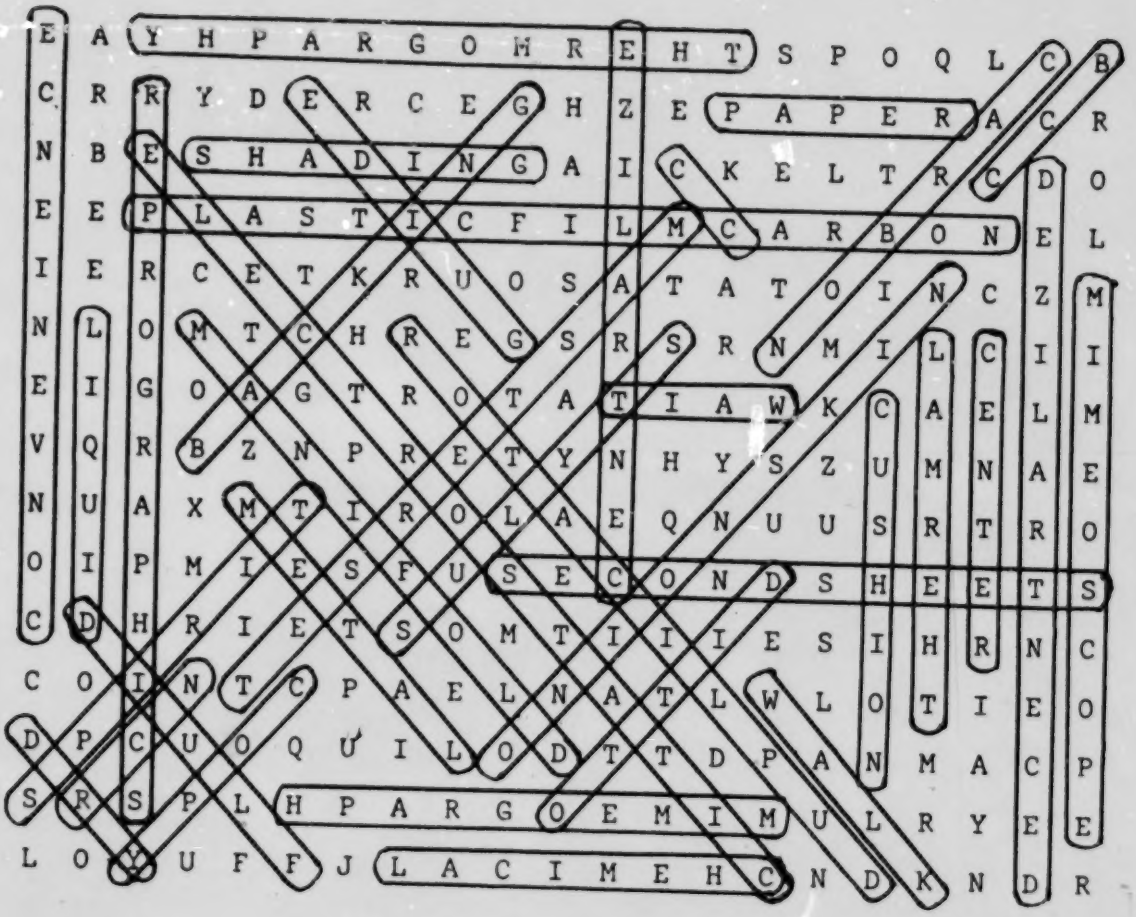
E A Y H P A R G O M R E H T S P O Q L C B
C R R Y D E R C E G H Z E P A P E R A C R
N B E S H A D I N G A I C K E L T R C D O
E E P L A S T I C F I L M C A R B O N E L
I E R C E T K R U O S A T A T O I N C Z M
N L O M T C H R E G S R S R N M I L C I I
E I G O A G T R O T A T I A W K C A E L M
V Q R B Z N P R E T Y N H Y S Z U M N A E
N U A X M T I R O L A E Q N U U S R T R O
O I P M I E S F U S E C O N D S H E E T S
C D H R I E T S O M T I I I E S I H R N C
C O I N T C P A E L N A T L W L O T I E O
D P C U O Q U I L O D T T D P A N M A C P
S R S P L H P A R G O E M I M U L R Y E E
L O Y U F F J L A C I M E H C N D K N D R

There are 36 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

bcc
backing
cc
carbon
center
centralize
chemical
convenience
copy
cushion
decentralized
ditto
dry
duplicator
electrostatic
fluid
guide
liquid
manifold
master set
metal
mimeograph
mimeoscope
NCR
onionskin
paper
plastic film carbon
reprographics
second sheets
shading
spirit
stylus
thermal
thermography
wait
walk

SCAN-'N-FIND

REPRODUCTION



There are 36 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

bcc
backing
cc
carbon
center
centralize
chemical
convenience
copy
cushion
decentralized
ditto
dry
duplicator
electrostatic
fluid
guide
liquid
manifold
master set
metal
mimeograph
mimeoscope
NCR
onionskin
paper
plastic film carbon
reprographics
second sheets
shading
spirit
stylus
thermal
thermography
wait
walk

SCAN-'N-FIND

FILING

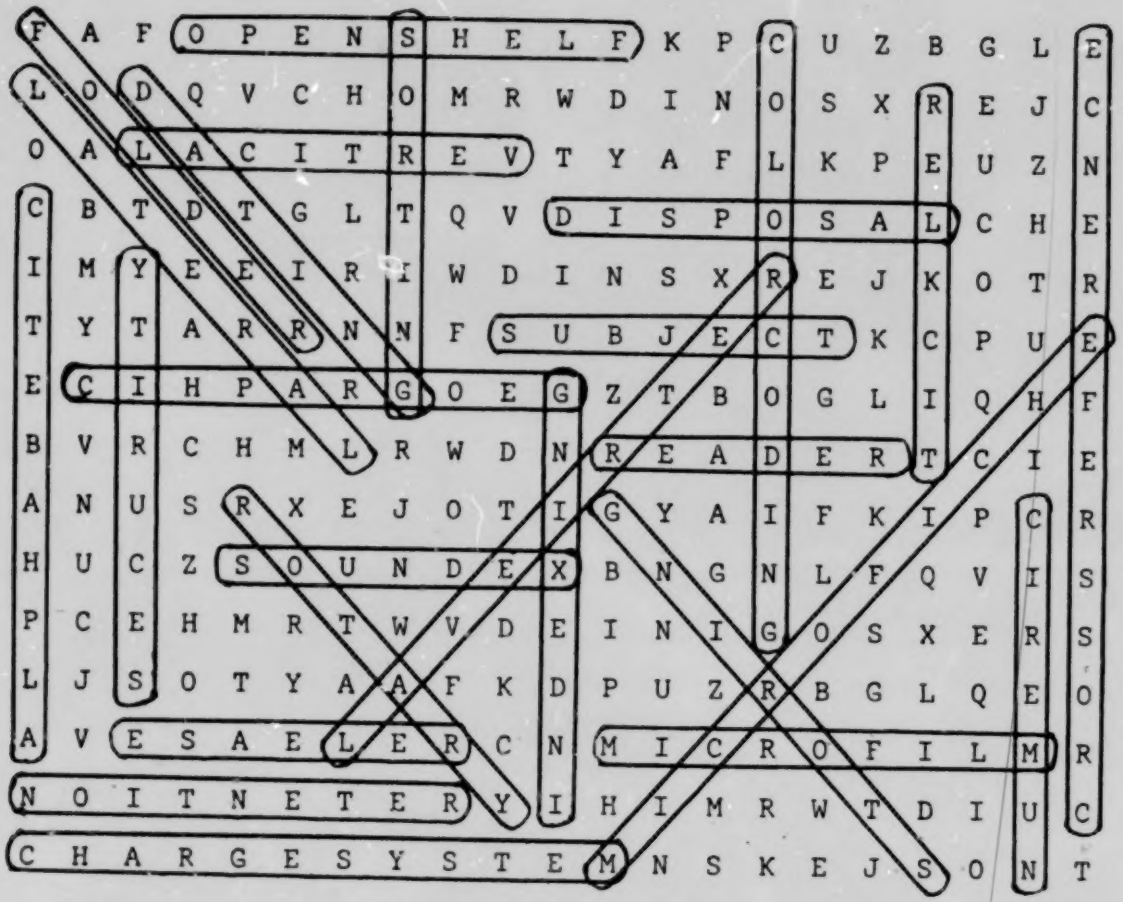
F A F O P E N S H E L F K P C U Z B G L E
L O D Q V C H O M R W D I N O S X R E J C
O A L A C I T R E V T Y A F L K P E U Z N
C B T D T G L T Q V D I S P O S A L C H E
I M Y E E I R I W D I N S X R E J K O T R
T Y T A R R N N F S U B J E C T K C P U E
E C I H P A R G O E G Z T B O G L I Q H F
B V R C H M L R W D N R E A D E R T C I E
A N U S R X E J O T I G Y A I F K I P C R
H U C Z S O U N D E X B N G N L F Q V I S
P C E H M R T W V D E I N I G O S X E R S
L J S O T Y A A F K D P U Z R B G L Q E O
A V E S A E L E R C N M I C R O F I L M R
N O I T N E T E R Y I H I M R W T D I U C
C H A R G E S Y S T E M N S K F J S O N T

There are 26 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

alphabetic
charge system
color coding
cross-reference
dating
disposal
folder
geographic
indexing
lateral
microfiche
microfilm
numeric
open shelf
reader
release
retention
retrieval
rotary
security
sorting
Soundex
storing
subject
tickler
vertical

SCAN-'N-FIND

FILING


F A F O P E N S H E L F K P C U Z B G L E
L O D Q V C H O M R W D I N O S X R E J C
O A L A C I T R E V T Y A F L K P E U Z N
C B T D T G L T Q V D I S P O S A L C H E
I M Y E E I R I W D I N S X R E J K O T R
T Y T A R R N N F S U B J E C T K C P U E
E C I H P A R G O E G Z T B O G L I Q H F
B V R C H M L R W D N R E A D E R T C I E
A N U S R X E J O T I G Y A I F K I P C R
H U C Z S O U N D E X B N G N L F Q V I S
P C E H M R T W V D E I N I G O S X E R S
L J S O T Y A A F K D P U Z R B G L Q E O
A V E S A E L E R C N M I C R O F I L M R
N O I T N E T E R Y I H I M R W T D I U C
C H A R G E S Y S T E M N S K E J S O N T

There are 26 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

alphabetic
charge system
color coding
cross-reference
dating
disposal
folder
geographic
indexing
lateral
microfiche
microfilm
numeric
open shelf
reader
release
retention
retrieval
rotary
security
sorting
Soundex
storing
subject
tickler
vertical

SCAN-'N-FIND

COMMUNICATION/DISTRIBUTION

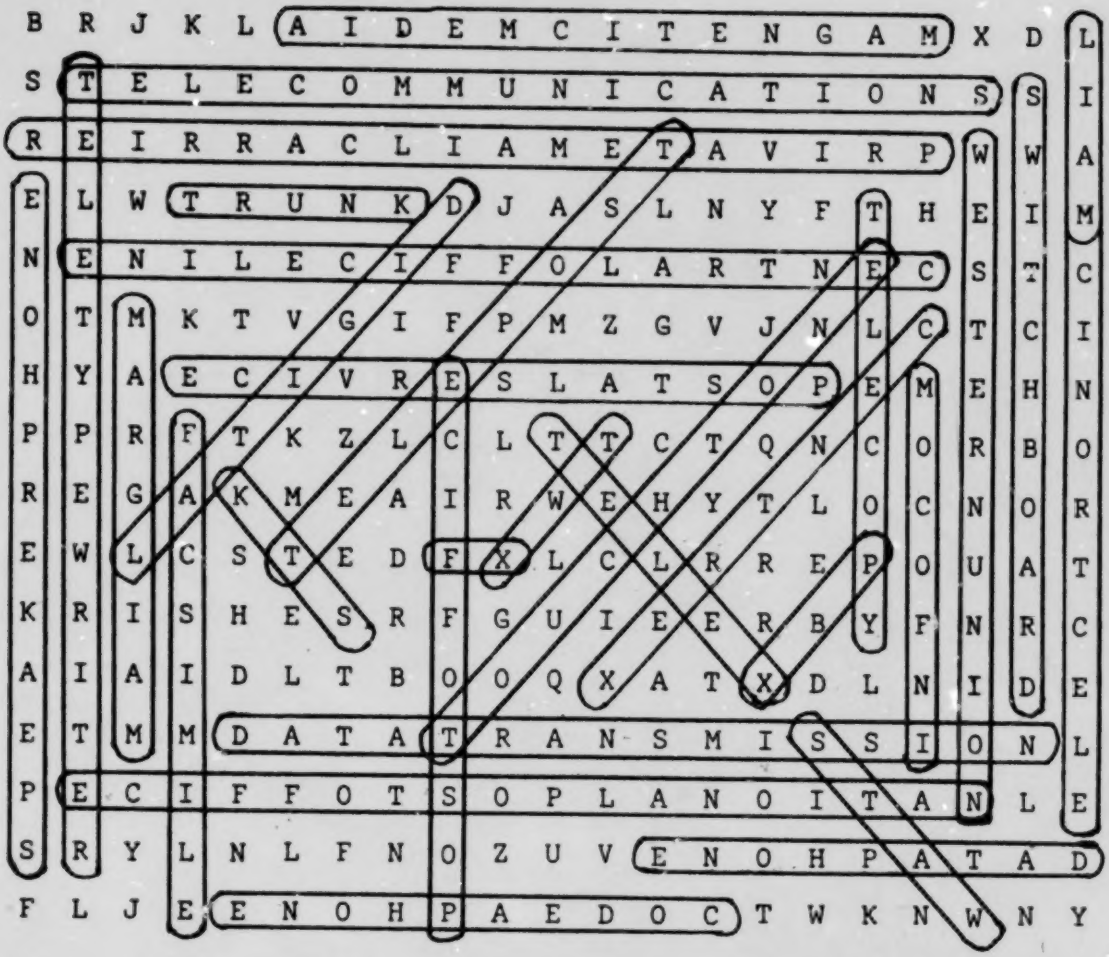
B R J K L A I D E M C I T E N G A M X D L
S T E L E C O M M U N I C A T I O N S S I
R E I R R A C L I A M E T A V I R P W W A
E L W T R U N K D J A S L N Y F T H E I M
N E N I L E C I F F O L A R T N E C S T C
O T M K T V G I F P M Z G V J N L C T C I
H Y A E C I V R E S L A T S O P E M E H N
P P R F T K Z L C L T T C T Q N C O R B O
R E G A K M E A I R W E H Y T L O C N O R
E W L C S T E D F X L C L R R E P O U A T
K R I S H E S R F G U I E E R B Y F N R C
A I A I D L T B O O Q X A T X D L N I D E
E T M M D A T A T R A N S M I S S I O N L
P E C I F F O T S O P L A N O I T A N L E
S R Y L N L F N O Z U V E N O H P A T A D
F L J E E N O H P A E D O C T W K N W N Y

There are 31 words and terms hidden in the puzzle above. They may be spelled horizontally, vertically, diagonally, forward or backward. The hidden words and terms you are to find are listed below.

central office line
Centrex
Code-A-Phone
data transmission
Dataphone
digital
electronic mail
facsimile
FX
Infocom
KTS
magnetic media
mail
mailgram
National Post Office
PBX
post office
Postal Service
private mail carrier
Speakerphone
switchboard
telecommunications
telecopy
Telepost
teletypewriter
Telex
Touch-Tone
trunk
TWX
WATS
Western Union

SCAN-'N-FIND

COMMUNICATION/DISTRIBUTION


B R J K L A I D E M C I T E N G A M X D L
S T E L E C O M M U N I C A T I O N S S I
R E I R R A C L I A M E T A V I R P W W A
E L W T R U N K D J A S L N Y F T H E I M
N E N I L E C I F F O L A R T N E C S T C
O T M K T V G I F P M Z G V J N L C T C I
H Y A E C I V R E S L A T S O P E M E H N
P P R F T K Z L C L T T C T Q N C O R B O
R E G A K M E A I R W E H Y T L O C N O R
E W L C S T E D F X L C L R R E P O U A T
K R I S H E S R F G U I E E R B Y F N R C
A I A I D L T B O O Q X A T X D L N I D E
E T M M D A T A T R A N S M I S S I O N L
P E C I F F O T S O P L A N O I T A N L E
S R Y L N L F N O Z U V E N O H P A T A D
F L J E E N O H P A E D O C T W K N W N Y

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PBX
post office
Postal Service
private mail carrier
Speakerphone
switchboard
telecommunications
telecopy
Telepost
teletypewriter
Telex
Touch-Tone
trunk
TWX
WATS
Western Union

SAMPLE TEST QUESTIONS

(These are examples of the types of questions which might be used to measure the understanding of this area of word processing. If time allows, the instructor might want to administer two or three tests instead of one since the different types of equipment sometimes becomes confusing. A good source of additional questions is the Instructor's Resource Package for Word Processing in the Modern Office by Cecil.)

1. If you were purchasing the following equipment for your company, name some factors which would be particularly important to consider in each. (Be specific--do not use the same answer for each category.)

   A. Dictating equipment

      1.

      2.

   B. Processing equipment

      1.

      2.

   C. Communicating equipment

      1.

      2.

   D. Reproducing equipment

      1.

      2.

   E. Storing equipment

      1.

      2.

2. What advantages would you point out if your firm were considering the purchase of centralized dictation equipment?

3. Name two characteristics of the copier/duplicator.

   1.

   2.

4. Name two advantages and two disadvantages of facsimile equipment.

   Advantages

   1.

   2.

   Disadvantages

   1.

   2.

5. Name two limitations of the standard electric typewriter as a means of production.

   1.

   2.

6. Fill in the blanks by choosing from the following six reproduction processes: mimeograph (stencil), spirit (ditto), carbon paper, offset, electrostatic, thermographic. You have <u>all</u> equipment.

   _____ is an ink process.
   _____ is entirely an alcohol process.
   _____ is a photocopy process which will not take color.
   _____ is generally considered the best photocopy type process.
   _____ looks like printing.
   _____ should be used for a one-page announcement going to twenty-five individuals within the firm.
   _____ one copy of an original letter to be sent to another firm.
   _____ 8,000 copies of a speech.
   _____ is best looking of the following: stencil, ditto.
   _____ will make approximately 300 to 400 copies of the two following: stencil, ditto.
   _____ will copy a photograph <u>best</u>.
   _____ 800 copies of the house organ.

_____ one copy of an intricate design with color lines on it.
_____ 20 copies of a notice about parking for employee parking lot.
_____ 8 copies of an order needed immediately.
_____ standard form which will be used by many people within and outside the firm for a number of years.

7. Copying devices (not duplicating) are considered precious to most firms which have them. Due to this fact, many firms have strong stipulations regarding their use. Can you give two reasonable rules which might be applied to the use of one of these machines in your office?

1.

2.

8. What is the major difference between copying and duplicating?

9. What are the advantages of offset duplication?

10. Assume you may choose any word processing typewriter you wish--give the best choice in each instance.

_____ you wish to store a letter without the use of a permanent media.
_____ you type mostly one to twenty-page documents which are revised one to three times.
_____ you send information from your office to branch offices in other cities daily.
_____ your company produces many manuals which are revised extensively.
_____ you type daily correspondence which is seldom revised.

11. The four basic kinds of word processors are

    1.

    2.

    3.

    4.

12. Give one example where use of each of the following kinds of dictation equipment would be most advantageous.

    Desk-top--

    Portable--

    Central System--

13. Describe the complete process of sending a mailgram?

14. Name and fully describe one piece of equipment of the future.

15. What are the major advantages of the CRT?

16. Name three factors to take into consideration before choosing to use a piece of communicating equipment to send a message.

    1.

    2.

    3.

17. What is the major advantage of putting records on microfiche rather than microfilm?

18. What factors should be considered when choosing record/storage media?

19. Under what circumstances would you recommend to your employer keeping your standard four-drawer filing/records setup?

20. How does the federal government determine some of the decisions currently made by business firms concerning the manner in which their records are handled?

21. What changes have the recent regulations on privacy of information made in the keeping and handling of records?

22. What are five of the factors which might prevent a word processing installation from succeeding?

1.

2.

3.

4.

5.

23. What are the various kinds of microform?

24. What is a terminal?

25. Cite five ways in which telecommunications cost might be reduced.

    1.

    2.

    3.

    4.

    5.

26. In what respects do automated and standard paper records differ?

27. Name three advantages of using a teletypewriter.

    1.

    2.

    3.

ALTERNATE TEST QUESTIONS

1. The quickest and easiest typewriter to use in typing a two-column, evenly-spaced newsletter is the

   a. proportional spacing typewriter
   b. editing typewriter
   c. communicating typewriter
   d. justifying typewriter
   e. memory typewriter

2. A CRT is an example of a(n)

   a. on-line data set
   b. visual display terminal
   c. off-line keyboard transmitter
   d. picturephone

3. The cost of microfilming one cubic foot of records is

   a. $30 to $45
   b. $80 to $100
   c. $170 to $250

4. A microfiche card contains how many 8 1/2" x 11" pages of material?

   a. 66
   b. 98
   c. 248
   d. 76

5. Which of the following is not a characteristic of offset printing?

   a. uses ink
   b. uses metal or paper masters
   c. good short-run (one to fifty copies) copying method
   d. based on the fact that ink and water won't mix

6. Which of the following is not a multicopy process?

   a. signature machine
   b. hectograph
   c. xerography
   d. offset

7. Xerography cannot produce

   a. paper copies of original material
   b. offset paper masters
   c. translucent copies
   d. firm negatives

8. Which of these processes is least durable?

   a. stencil
   b. direct
   c. offset
   d. dry copying

9. Which of these offices would be most likely to have a geographical index?

   a. personnel office
   b. president's office
   c. sales office
   d. editorial office

10. All but one of the following should be considered when determining the need for a reprographics center. Which one is not appropriate to consider?

   a. the number of copies needed of each document
   b. the nature of specialized production jobs
   c. the desired quality of copying or duplicating processes
   d. the nature of the organization for which a reprographics center is being considered

11. Which of the following types of reproducing equipment both reduces and enlarges?

   a. thermographic
   b. xerographic
   c. verifax
   d. facsimile
   e. photoimage

12. You need 300 copies of a three-page sales report, the least expensive method is to use

   a. spirit duplicator
   b. stencil
   c. offset
   d. copier

13. Which of the following are used to activate power typing equipment?

   a. magnetic tape (reels or cassettes)
   b. magnetic cards
   c. punched paper tape
   d. all of these

14. Microfilm can reduce records storage space requirements by

    a. 33 percent
    b. 67 percent
    c. 90 percent
    d. 98 percent

15. A photocopying system that depends upon heat is

    a. thermography
    b. verifax
    c. xerography
    d. diazo

16. The Telex or TWX is

    a. a justifying typewriter
    b. an editing typewriter
    c. a proportional spacing typewriter
    d. a communicating typewriter

17. The American Telephone and Telegraph service that permits the leasing of telephone lines to an organization on a full-time basis is

    a. Telex
    b. TWX
    c. Telpak
    d. ATEX

18. The device that uses telephone lines to transmit identical duplicates of documents from one location to another location is a

    a. teletypewriter
    b. facsimile device
    c. dataphone
    d. TWX

19. All but one of the following factors is a difference between Telex and TWX. Identify that factor.

    a. the type of information that can be transmitted on the equipment
    b. the method of billing for using the equipment
    c. the type of perforated tape used on the equipment
    d. the transmission speed of the equipment

20. Which of the following characteristics least describes an automatic typewriter?

    a. Depending on the type of equipment, it will type at least 200 words a minute.
    b. It automatically makes changes in material upon command from the word originator.
    c. Material can be stored on some magnetic device, such as a magnetic card.
    d. It permits the easy revision of material.

21. All but one of the following statements is a true statement with regard to the advantages of word processing. Identify that statement.

    a. The word originator's time is more productively utilized.
    b. The productivity of typist increases.
    c. Employees widely accept word processing.
    d. Employee specialization is increased.

22. All but one of the following is a common characteristic of correspondence secretaries. Identify that characteristic.

    a. The correspondence secretaries proofread material.
    b. The correspondence secretaries edit material.
    c. The correspondence secretaries greet office callers.
    d. The correspondence secretaries type material.

23. Which of the following best describes the relationship between word processing and data processing?

    a. There is no relationship.
    b. Several word processing applications utilize a mini-computer.
    c. Word processing and data processing mean the same thing.
    d. All word processing applications utilize some data processing equipment.

24. Mailgrams are sent to the receiving post office by

    a. telephone
    b. teleprinter
    c. messenger
    d. WATS

25. If typing is done on the offset master

    a. a regular ribbon should be used
    b. a carbon ribbon should be used
    c. a special ribbon should be used
    d. either b or c

26. Which of the following documents cannot be copied legally?

a. automobile registration
b. birth certificate
c. bonds
d. all of the above

27. The most often used filing system is

a. alphabetic
b. geographic
c. subject
d. sound

28. Your boss has asked you to select the most inexpensive equipment available for reproducing interoffice memos. Your choice will be:

a. spirit duplicator
b. offset
c. mimeograph
d. transfer electrostatic equipment

29. Microfiche is capable of storing

a. less information than microfilm
b. more information than microfilm
c. same amount of information as microfilm
d. more information at less cost than other filing modes

30. A type of facsimile transmission which allows for the sending of graphs is

a. Desk-fax
b. Dataphone
c. Teletypewriter

31. Power typing equipment eliminates

a. the initial typing of material
b. much of the repetitive retyping
c. all errors in typewritten copy
d. need to make corrections

32. To make a correction on a stencil, the typist should

a. use a heavy touch
b. apply a very thin coat of correction fluid
c. apply a heavy coat of correction fluid
d. type the correction immediately after the fluid has been applied

33. According to the National Records Management Council, the yearly cost of maintaining one five-drawer file in most business firms is

a. $1,000
b. $500
c. $250
d. $150
e. $750

34. Records of a confidential nature, where anonymity is desired, are

a. geographic files
b. alphabetic files
c. subject files
d. numeric files

35. The largest common overhead expense in a company is its

a. employees
b. facilities
c. business records

36. Approximately what percentage of all files are <u>never</u> referred to again?

a. 10 percent
b. 25 percent
c. 85 percent

37. The percentage of reports in an organization that are duplicated or serve no useful purpose, or do not justify the costs of their creation, is

a. 20 to 25 percent
b. 35 to 40 percent
c. 45 to 50 percent

38. Work that is usually handled in a central dictation system includes

a. highly confidential material
b. difficult columnar material
c. creative documents
d. daily correspondence

39. No-dial, no-operator service offered by Western Union for business communication is known as

a. Telex
b. private wire system
c. hot/line service
d. Desk-fax

40. One of the fastest mediums in word processing that allows text recall in less than a second and with storage capacity 75 times greater than that of a magnetic card is

a. floppy disk
b. cathode ray tube
c. paper tape
d. nine-track tape

PART II

DICTATION TECHNIQUES

The use of good dictation procedures will improve writing efficiency. It will save time in originating documents and help avoid incorrect transcripts. The average person can dictate at least four times faster than it is possible to write in longhand. Therefore, our purpose is to learn effective dictation procedures and to practice dictation so we can get good results in less time.

SUGGESTED OBJECTIVES

To develop skill and confidence in the ability to dictate reports and correspondence.

To recognize distinct advantages of using dictation rather than writing in longhand.

To be able to demonstrate proper dictation techniques using a recording device.

To recognize the need for a formulated policy between the dictator and the transcriptionist about letter form, corrections, signature, title, enclosures, carbons, and other matters of style and preference related to correspondence.

To be able to prepare a brief outline to assist in dictating.

To be able to recognize and distinguish between like-sounding words and spell out correctly those that might be misunderstood.

To develop an awareness of the many applications of dictation.

CONTENT OUTLINE

I. PLANNING YOUR DICTATION

A. Decide Purpose
   1. Are you trying to get, give, or record information
   2. Are you making an inquiry
   3. Are you going to say "yes," "no," or indicate receipt of information
   4. Are you going to make a recommendation, a referral, etc.

B. Gather Materials
   1. All former correspondence
      a. Letters
      b. Reports
      c. Telegrams
      d. Person's name and address
   2. Have all data in front of you for easy reference
   3. Assemble items so that material desired first will be dictated first

C. Prepare an Outline
   1. Why an outline
      a. Calls for careful organization of thought
      b. Frees you to concentrate all your mental energies on developing one idea at a time
   2. Marginal notes on correspondence to which you are referring
   3. Notes on piece of scratch paper

D. Consider Your Reader
   1. His/her background and experience
   2. Will recipient think, feel, and act as you would like
   3. Will you satisfy recipient or will he/she have more questions after reading your letter

E. Minimize Interruptions and Distractions
   1. Stops break the train of thought
   2. If interrupted, listen to all material dictated to the stopping point before continuing

II. BEGINNING YOUR DICTATION

A. Identify Yourself
B. Identify Rush Items and Dictate Them First
C. Indicate Type of Correspondence
   1. Letter
   2. Memorandum
   3. Report, etc.
D. Specify if Rough Draft is Required
E. Identify the Kind of Stationery to be Used
F. State the Name of the Person to Whom the Document Will be Sent

G. Give Special Instructions
   1. Airmail
   2. Special delivery
   3. Registered or certified mail
   4. Special format, etc.
H. Indicate Number of Copies Needed
I. Use Index Strips/Cueing
   1. Indicate length of letter, memo, etc.
   2. Indicate special instructions with "secretary" instructions

III. DURING YOUR DICTATION

A. Spell Out Unusual and Foreign Words and Proper Names
B. Dictate So That You Can be Understood
   1. Enunciate clearly
   2. Speak distinctly into microphone or mouthpiece
   3. Do not mumble
   4. Do not eat or chew gum while dictating
   5. Do not drop microphone or mouthpiece beneath your chin
   6. Do not allow your friends or co-workers to stand near your desk and carry on conversations
   7. Regulate your speed and talk in well-modulated tones
   8. Dictate numbers carefully
      a. Give thorough instructions as to the format
      b. Establish a rhythm when dictating a series of numbers
      c. Speak slowly and clearly
   9. Picture the final product
      a. Mentally visualize the way you expect finished product to appear
      b. Dictate information in the order of appearance
   10. State the recipients of carbon copies and their addresses
   11. Indicate enclosures if applicable
   12. Make any deferred corrections or changes
C. Indicate Special Punctuation
   1. Quotation marks
   2. Underscores
   3. Exclamation marks, etc.
D. State "Paragraph" at the Start of a New Paragraph
E. Give Special Instructions
   1. Display
   2. Tabulations
   3. Capitals (indicate before you say the word)
F. Explain Special Format or Changes in Format

G. Number Source Documents as You Dictate
   1. Avoid dictating complete addresses
   2. Allow secretary to verify information if there is a question during transcription

IV. AFTER YOUR DICTATION

A. Be Considerate of Transcriptionist
   1. Give praise often
   2. Answer questions fully
B. Establish Expectations
C. Indicate Changes
   1. Pencil in lightly
   2. Attach explanation on a separate sheet

PLAN FOR DICTATION . . .

1. DETERMINE PURPOSE(S) OF COMMUNICATION
2. GATHER MATERIALS IN AN ORGANIZED MANNER
3. PREPARE A BRIEF OUTLINE
4. KEEP INTERRUPTIONS AND DISTRACTIONS AT A MINIMUM

BEGINNING THE DICTATION . . .

1. IDENTIFY YOURSELF
2. GIVE RUSH ITEMS FIRST
3. INDICATE IF DOCUMENT IS A LETTER, MEMO, REPORT, ETC.
4. IDENTIFY THE TYPE OF STATIONERY TO BE USED
5. STATE THE NAME OF THE PERSON TO RECEIVE THE DOCUMENT
6. GIVE SPECIAL MAILING OR FORMATTING INSTRUCTIONS
7. INDICATE THE NUMBER OF COPIES NEEDED

DURING THE DICTATION . . .

1. SPELL OUT NAMES AND UNUSUAL OR DIFFICULT WORDS
2. INDICATE ANY SPECIAL PUNCTUATION
3. INDICATE WHEN A NEW PARAGRAPH BEGINS
4. GIVE INSTRUCTIONS FOR CAPITALS, TABULATIONS, ETC.
5. INDICATE ANY CHANGES IN FORMAT
6. NUMBER EACH SOURCE DOCUMENT

CHECK THE DOCUMENT . . .

1. BE CONSIDERATE OF TRANSCRIPTIONIST
2. LET TRANSCRIPTIONIST KNOW YOUR EXPECTATIONS
3. PROOFREAD CAREFULLY

REVISE THE DOCUMENT . . .

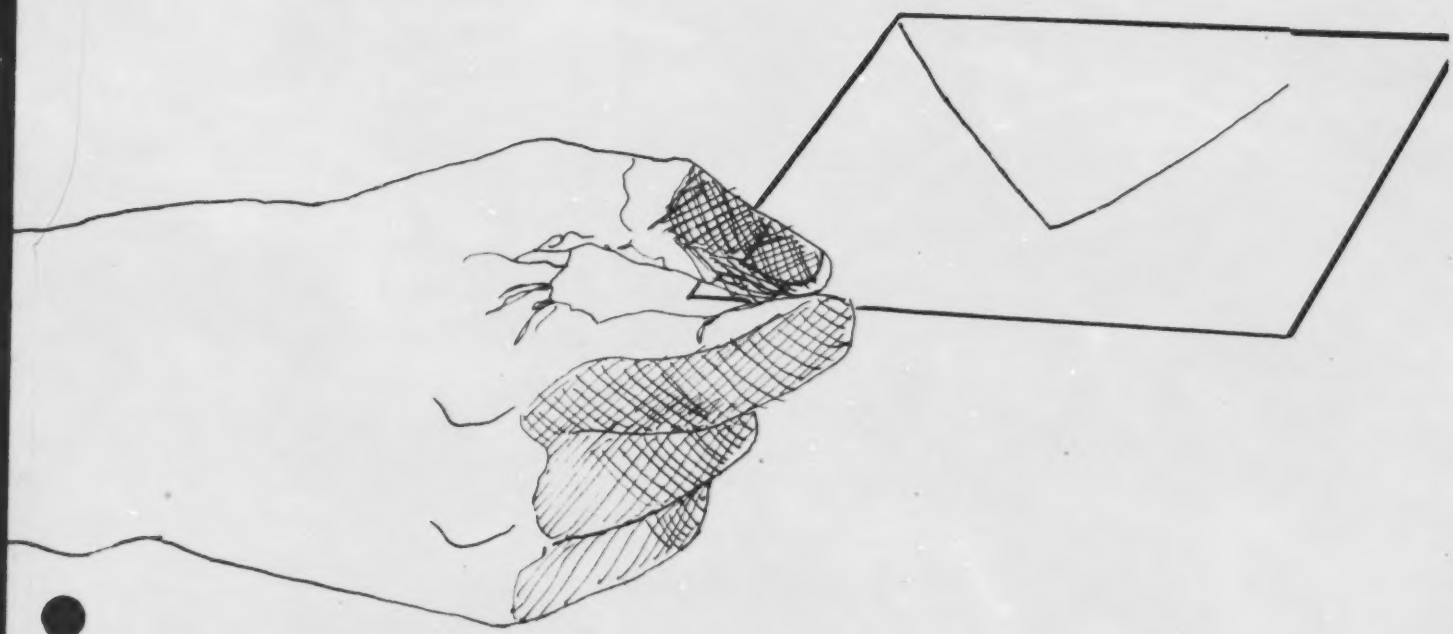
1. INDICATE CHANGES IN PENCIL WITH ANY EXPLANATIONS ON A SEPARATE SHEET
2. MAKE SURE INTENDED MEANING IS EXPRESSED CLEARLY
3. REVISE SENTENCES WHERE FEWER WORDS WOULD BE BETTER
4. MAKE SURE FIRST SENTENCE IS POSITIVE
5. LOOK FOR CLEARNESS IN YOUR MESSAGE
6. MAKE SURE YOU ARE COURTEOUS TO YOUR READER

SEND THE DOCUMENT . . .

1. PROOFREAD THE DOCUMENT

2. SIGN THE DOCUMENT

3. MAIL OR SEND THE DOCUMENT BY THE MOST EFFICIENT METHOD



PHONETIC ALPHABETS FOR DICTATORS

When dictating initials in the body of a letter, it is often difficult to distinguish between certain letters. The following is the present U.S. Military Phonetic Alphabet:

A as in Alpha
B as in Bravo
C as in Charlie
D as in Delta
E as in Echo
F as in Foxtrot
G as in Golf
H as in Hotel
I as in India
J as in Juliet
K as in Kilo
L as in Lima
M as in Mike
N as in November
O as in Oscar
P as in Papa
Q as in Quebec
R as in Romeo
S as in Sierra
T as in Tango
U as in Uniform
V as in Victor
W as in Whiskey
X as in X-ray
Y as in Yankee
Z as in Zulu

The following is the alphabetic guide which telephone operators use:

A as in Alice
B as in Bertha
C as in Charles
D as in David
E as in Edward
F as in Frank
G as in George
H as in Henry
I as in Ida
J as in James
K as in Kate
L as in Louis
M as in Mary
N as in Nelly
O as in Oliver
P as in Peter
Q as in Quaker
R as in Robert
S as in Samuel
T as in Thomas
U as in Utah
V as in Victor
W as in William
X as in X-ray
Y as in Young
Z as in Zebra

DICTATION ACTIVITIES

The following is an example of how a properly dictated paragraph might sound to the transcriptionist listening to the recording.

> On December 17, (comma) 1903, (comma) the Wright (capital W-r-i-g-h-t) brothers made history by flying for the first time. (period) Their machine was off the ground for only 12 seconds. (period) It had traveled just a little more than 100 feet when it crashed into the sand, (comma) but man had flown for the first time in a (quote) "flying machine." (period, unquote) In their plane, (comma) the Kittyhawk (capital K-i-t-t-y-h-a-w-k), (comma) the Wright brothers used the first 4-(hyphen)cylinder motor built in this country. (period) The entire motor weighed only 150 pounds. (period)

Instructions: Dictate the following paragraph inserting special instructions to the transcriptionist so it could be transcribed correctly the first time. You may make notations on this copy to aid you in dictating.

> The first trip by Pony Express from St. Joseph to Sacramento took 9 days, 23 hours. Postal rates were $5 for each half ounce. The 80 young men who rode for the Express were the pick of the West. They had to be young and tough. Most of them were in their early 20's. One, whose name was William Cody, was only 14. He is better known to us as Buffalo Bill. Despite his youth, he broke all records for endurance in a run of 322 miles without a stopover.

The following is an example* of how a properly dictated letter might sound to the transcriptionist listening to the recording:

> Miss Kelly, this is Mr. Walter Cruickshank of the personnel department. My telephone extension is 533. I have a letter requiring two carbons. Please address the letter to Miss Liza (L-I-Z-A) Thomas (T-H-O-M-A-S), 309 Graham (G-R-A-H-A-M) Street, Spearfish (S-P-E-A-R-F-I-S-H) South Dakota, 57783.
>
> Dear Miss Thomas:
>
> Thank you for sending us your data sheet (correction, Miss Kelly, change data sheet to resume) as an indication of your interest in employment with our company. Period paragraph.
>
> We have always experienced a substantial need for students (correction, Miss Kelly, change students to people) who have training in accounting. Period. Thus, comma, even though there is no suitable opportunity now, comma, we would like you to complete and return the enclosed application and transcript release for future consideration. Period paragraph.
>
> Upon receiving this information, comma, we will review your qualifications and keep your application in our file (correction, Miss Kelly, change keep your application in our file to retain your application until your graduation.) Period. If there is an opening in your field of interest (correction, Miss Kelly, omit of interest) comma, commensurate with your background and experience, comma, we will contact you. Period paragraph.
>
> Your interest in our company is appreciated. Period. Very truly yours, Walter Cruickshank (C-R-U-I-C-K-S-H-A-N-K), Personnel Director.

As you can see, the basic rules for good dictation do not really change, whether a central recording-transcription WP system is used or an executive dictates to a secretary face to face. The message should be clear and simple. If the rules are followed, dictation will be transcribed correctly the first time and better letters will result.

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*Arnold Rosen and Rosemary Fielden, Word Processing, (Englewood Cliffs: Prentice-Hall, Inc., 1977), p. 120.

Instructions: Dictate the letter below inserting special instructions to the transcriptionist so it could be transcribed correctly the first time. You may make notations on this copy to aid you in dictation.

Mr. and Mrs. James Baer, 323 MacKenzie Boulevard, Shelbyville, AR 62801

Dear Mr. and Mrs. Baer:

We appreciate your writing us for information on the advantages of life insurance. You will find enclosed a brochure describing a few of the Sentinel Life Insurance policies.

Your inquiry has been turned over to our Sentinel agent, Mr. Willard K. Leigh, and we have suggested that he telephone you soon. Mr. Leigh is eminently qualified to give you the complete story on the importance of life insurance for you and for your family.

If there is any help that I can give you personally, I should be happy to hear from you again.

Cordially yours,

cc: Mr. Willard K. Leigh, 10 Hill Road, Blytheville, AR 62822

Instructions: Practice dictating the following inquiries.

1. Write to the Admissions Office of Trenton Junior College, 1302 Main, Trenton, MO 64683, inquiring about classes offered locally, cost, entrance, meeting place, credit or noncredit, deadline for registration, etc.

2. Write to your local school district and request a brochure giving their current course offerings in the adult education program.

3. Write to Missouri Conservationist, 2901 N. Ten Mile Drive, Jefferson City, MO 65101, asking to be put on their mailing list (magazine is free to adult residents of Missouri).

4. Write to the American Red Cross, 4521 Broadway, Kansas City, MO 64105, and inquire about classes such as life saving, sailing, first aid, parenthood preparation, etc.

5. Write to the Missouri Division of Employment Security, Department of Labor and Industry, P. O. Box 59, Jefferson City, MO 65101, and ask for employment information.

Instructions: Follow the directions for each of the five situations described. Your dictation will be graded.

1. Situation
Assume you are going to deliver a speech at a symposium in St. Louis four weeks from today.

Directions
Make an outline and dictate a memo to your supervisor requesting permission to be out of the office. Following the dictation, complete the Dictation Self Check

2. Situation
You read in last night's paper that Mr. E. L. Williams, your former high school history teacher, was selected to attend a White House Conference on Education. This is a great honor, and you know that Mr. Williams must be pleased.

Directions
Make an outline and dictate a letter of congratulations. Assume that although you have not seen Mr. Williams for about a year, he will remember you well. Supply any personal details that you think would be appropriate. After you have completed the dictation, complete the Dictation Self Check.

3. Situation
Mr. Prince is program chairman of the Western Accountants Society, which is considering holding its annual convention in Denver in December. He has had some correspondence with the Ski and Sun Motor Inn in downtown Denver and has received literature from the sales manager, Miss Claire Boudreau. Mr. Prince has asked you to visit Ski and Sun Motor Inn while you are in Denver to see its facilities and to talk with Miss Boudreau about the Society's particular needs for its convention.

Directions
Make an outline and dictate a letter to Miss Boudreau asking for an appointment. When you have finished dictating, complete the Dictation Self Check.

4. Situation

A clerk-typist who once worked under your supervision, Barbara Cherner, was first-rate--a rapid typist, accurate, devoted to her job, and pleasant to be around. You were about to recommend her for a promotion to senior clerk when she left the company to be married. Four months after she left, you receive an inquiry from Jonesburg Realtors about Miss Cherner (now Mrs. Francis Donovan); she has applied for a position as clerk-typist.

Directions

Make an outline and dictate a letter of recommendation. Following the dictation, complete the Dictation Self Check.

5. Situation

A new organization, the American Association of Administrative Assistants, has just been formed. It is made up principally of women who are executive secretaries and have earned executive rank.

Directions

Make an outline and dictate a letter to the new president, Miss Jennifer Webster, inviting the group to consider Pickwick Manor as a place for their annual meetings. Assume that you can use the same letter for other similar groups. After you have completed the dictation, complete the Dictation Self Check.

DICTATION SELF CHECK

	NO	YES
1. DID I PLAN AHEAD?		
2. DID I PRACTICE GOOD VOICE USE DURING DICTATION BY:		
Enunciating clearly?		
Speaking distinctly into mouthpiece?		
Grouping words naturally and dictating at an even rate?		
Dictating conversationally?		
Using emphasis where appropriate?		
3. DID I GIVE INSTRUCTIONS REGARDING THE FORMAT?		
4. DID I SPELL OUT NAMES AND WORDS THAT SOUND ALIKE?		
5. DID I GIVE SPECIAL INSTRUCTIONS REGARDING CAPITALIZATION, PUNCTUATION, ETC.?		
6. DID I CORRECT ALL MISTAKES DURING DICTATION?		
7. WAS MY DICTATION:		
Concise?		
Complete?		
Courteous?		
Convincing?		

EVALUATION OF PRACTICE DICTATION

Dictator's name _____

Type of dictation (letter, memo, etc.) _____

	Poor	Fair	Good
1. Planning (thoughts and information organized and in proper sequence)	____	____	____
2. Adequate secretarial instructions (type of correspondence, number of copies, distribution, index slip clearly marked, etc.)	____	____	____
3. Mannerisms (ability to operate machine properly--without frequent stopping, paper noise, coughing, etc.)	____	____	____
4. Voice (enunciation, speed, tone)	____	____	____
5. Understandability (natural expression, dictation of logical word groups, punctuation indicated by voice)	____	____	____
6. Correctness of dictation (grammar, punctuation, form)	____	____	____

Comments or suggestions: _____

_____

_____

_____

_____

Evaluator's name _____

EFFECTIVE DICTATION TECHNIQUES

Needed Materials

1. Dictation Unit
2. Instruction Booklet
3. Student Materials

Lesson Outline

This module requires one class period, 45 to 60 minutes in length.

The purpose of this module is to instruct the student in operating a specific dictating unit, as well as teach the techniques of effective dictating. The practice exercises should be dictated and the media reviewed by you. Another student may also transcribe the dictated material. The module outline follows:

1. Operating Instructions for Dictation Unit
2. Effective Dictation Techniques
3. Practice Exercises

EFFECTIVE DICTATION TECHNIQUES

The Beginning of an Idea . . . The Final Document

Word processing is simply all events that occur from the creation of an idea to the time the final document is prepared and ready for distribution. All businesses today have a form of word processing . . . people creating ideas, communicating ideas, and distributing ideas.

Longhand, shorthand, or machine dictation are used to get the original idea to a secretary. A truly efficient word processing system (a system being defined as both the input of work and the output of work) uses machine dictation. This module will give you an opportunity to learn dictating skills--a necessary skill for any secretary who works in a business utilizing a word processing center.

1. Before you begin this module, obtain a dictation unit from your instructor and an operator's instruction booklet. Read the booklet and follow the instructions. Upon completion, return to this module for the practice exercises.

2. *Practice Exercise #1.* Remember, if you make a mistake while dictating, review the error and record over it.

   "A fast thinker should not be limited to the drudgery of longhand. The answer is simple. You can work much faster by dictation. People who write effectively become more efficient by dictating. It is easy to get into a rut and sometimes difficult to change established habits. However, improvement is everybody's business, and everything can be improved. By applying the fundamentals of good dictation, everyone can improve his/her ability to dictate and properly use dictating equipment."

GO TO THE NEXT PAGE . . .

PROPER TECHNIQUES OF DICTATING

Dictating effectively is a skill. To become a good dictator, you must develop proper procedures and techniques. Read below the first important phase of dictating.

Preparing for dictation:

1. Gather and organize reference materials.
2. Establish purpose(s) for writing the communication.
   - To notify, authorize?
   - To state, inform?
   - To question?
3. Prepare a brief outline.
   - Mental outline.
   - Underline important points in letter or memo to be answered.
   - Jot marginal notes on document to which you are referring.
   - Make notes on piece of scratch paper.
4. Recheck outline and materials against purpose(s).

GO TO THE NEXT PAGE . . .

Review the purpose and the points to cover that a dictator has written down, then study the letter that follows. Did he/she answer the letter satisfactorily? follow the outline? cover all points?

Purpose
Damaged bag cannot be repaired satisfactorily

Points to Cover
Purchase new luggage
$50 value of luggage
Accept our apologies
  Inconvenience
  Loss
  Not our usual performance
Thank you

Letter

We cannot repair your damaged bag without its retaining obvious signs of the original incident.

We feel in your best interests that you should purchase new luggage at your convenience. We will forward you a check for $50, the value of your luggage at the time it was damaged.

Our airline regrets this unfortunate occurrence, and we hope you will accept our apology for the inconvenience and loss it caused you. We assure you that this in no way represents our normal baggage handling.

Thank you for your cooperation, and we hope your trip was pleasant in all other respects.

Sincerely,

Manager

Before you begin a dictated letter of your own, review the points that you should dictate before you actually begin the message--

At the beginning of dictation:

1. Identify yourself.
2. Indicate type of document (letter, memo, report).
3. Specify if rough draft is required.
4. Indicate type of stationery if it is other than that normally used.
5. State number of copies desired but not the recipients.
6. Indicate any special mailing or formatting instructions.

Now review what points should be covered--

During dictation:

1. Dictate the letter as though you were speaking to the recipient.
2. Mentally visualize the way you expect the finished product to appear.
3. Cover the points in your outline in short, clear sentences, and then STOP!
4. Address--spell proper names--enunciate numbers clearly.
5. Attention line, reference line, and salutation--dictate if desired.
6. Body--indicate paragraphs, special punctuation and format. Also, spell proper names, technical or unusual words, and words that sound alike.
7. Closing--include names, title and/or department.

GO TO THE NEXT PAGE . . .

Now dictate the following letter. Remember to follow instructions given at the top of the letter and also to spell those words indicated.

Practice Exercise #2:

(Give Your Name)
(Type of Document)
(Stationery to be Used)
(Number of Carbon Copies Needed)
(Format)

Mr. Jim Browne (B-r-o-w-n-e)
278 Yelm (Y-e-l-m)
Belleview (B-e-l-l-e-v-i-e-w) WA 98004

Dear Mr. Browne

I made an inspection analysis of the property described in the attached report. The purpose was to estimate its Fair (Capital F) Market (Capital M) Value (Capital V). Paragraph.

The report describes the property as I understand it will appear when completed. It summarizes the information and reasoning upon which my opinion is based. Paragraph.

In my opinion, the Fair Market Value of the property as though completed as of September 7, 1978, is . . .

One Million Thirty-Five Thousand Dollars . . . $1,035,000. Paragraph.

You will find in the section on Income (Capital I) Approach (Capital A) to Value (Capital V) my estimate as to land value, fair rental rate, and a fair rate of return on an absolute net basis. Paragraph.

Please call me if you have any questions.

Yours truly,

(Your Name)

Notice that spelling has been indicated. There are many words that sound alike such as:

Accept--Except
Advice--Advise
Complement--Compliment
Miner--Minor
Principal--Principle
Stationery--Stationary

All of these types of words should be spelled so the transcriptionist does not have to "guess" at what you want to say.

Review the letter you have just dictated by listening to it. Hand in your recorded letter to your instructor, including the index slip. It should contain both Excerise #1 and Excerise #2. After you have handed it in, continue reading the module.

At the closing of every communication, you have an obligation again to the transcriptionist to give complete information. After you have dictated a letter, the very last information you should give her is . . .

<u>At the end of dictating</u>:

1. Indicate number of enclosures.
2. Indicate carbon copy distribution.
3. Give secretarial instructions (if necessary).
4. Mark index slip for end of letter.

Now dictate the letter to Ms. Nancy Smythe found on the next page. Please review the instructions for preparing, beginning, during, and ending the dictation.

Your letter may be transcribed by another typist in your classroom. The transcriptionist must have complete information to be able to transcribe it properly.

Practice Excerise #3:

Ms. Nancy Smythe
Smythe Furniture Company
576 10th Street
Plainfield, NJ 07061

Dear Ms. Smythe:

It is with extreme regret I have to write you of an accident to one of your pieces of period furniture. One of our stagehands knocked over the Louis XIV table you sent us for our documentary film on the eighteenth-century French court.

I cannot explain his inexcusable clumsiness; it is embarrassing both to the stagehand and me. Although I realize that the table cannot be replaced, I trust you will accept the enclosed check which covers the appraised value of the table. Let me thank you again for the use of your antiques; they gave our production the look of authenticity.

Sincerely yours,

(Your Name)

Enclosure

cc: Mr. Richard Greene
2030 Francetta Lane
St. Louis, MO 63138

Mr. W. R. Pierre, President
Acme Studio Productions
7510 Hale Boulevard
Schenectady, NY 12303

After you have completed dictating the letter, review it, and hand in the recorded belt and index slip to your instructor. You have now completed the module on dictating. If you have questions, please ask your instructor.

PART III

CASE PROBLEMS IN WORD PROCESSING

Every idea is originated in some way. Different ways in which ideas can be originated include writing with a pen or pencil on a pad of paper, dictating to a secretary who takes the notes in shorthand, and talking into some form of dictating machine which records words onto a medium for later transcription by the typist.

During the second step in the paperwork flow, production, words are put into their final format by typing or printing. Once a document has completed this phase, it has reached its final form. Generally, production is the most time-consuming and complicated phase of word processing, because it frequently involves more than one person and requires decisions at intervals along the way.

Reproduction is the third step in word processing and is unique because sometimes it does not take place. All paperwork is not automatically reproduced. Certain jobs consist of an original only. However, most offices require many copies; therefore, reproduction occurs more often than not.

Filing is a phase which has received very little attention until recent years. Today the great increase in and importance of office records requires efficient, accurately maintained filing systems, so that information can be readily and easily accessed without costly "search" time on the part of the busy secretary or the employer who may need the records immediately for decision-making reasons.

The final and simplest step in the flow of processing words is communication/distribution. The document which was originated, produced, reproduced, and filed is now delivered to its final destination or communicated to a recipient.

Of the following cases, the first four cases provide situations for analyzing the five phases of word processing. In each case, the student must identify specific items dealing with origination, production, reproduction, filing, and communication/distribution.

Three of the cases are devoted to human relations situations. Although it is imperative that employees know

the technical aspects of word processing, it is impossible to avoid certain problems that exist with individuals in the workplace.

The remaining seven cases depict situations directly involved with the input and output of word processing.

WP CASE - MILITARY LEAVE

Private Ernest Wilson is in the U.S. Army Reserve stationed at Camp McCoy, Wisconsin, and wishes to get a leave to go home to Columbia, Missouri.

Private Wilson first had talked to the section sergeant, William Montgomery, and tentatively got permission from him to take a leave. Sergeant Montgomery wrote a brief note to the first sergeant of the company, Melvin Rhoades, stating Private Wilson's request and notice of approval.

Sergeant Rhoades handed the note to the company clerk, Tony Donovan, and instructed him to type the standard leave form for submission to the company commander for his approval. The company clerk, Tony Donovan, typed the leave form using snapout carbon packs. The company commander, Ralph Shroeder, approved Private Wilson's leave and routed it back to the first sergeant. The first sergeant took one copy and placed it in a mailing envelope for the Finance Department. One copy was sent to the Personnel Section to be filed in Private Wilson's permanent records, and one copy was mailed to Private Wilson.

Instructions: Analyze the above case and list specific examples that deal with:

1. Origination--

2. Production--

3. Reproduction--

4. Filing--

5. Communication/Distribution--

WP CASE - PETITION FOR BOUNDARY CHANGE

Mr. and Mrs. Dale Pagus live in the Grover School District. They have one son, Ernie, who is nine years old. Even though they live in the Grover School District, they pay tuition to send Ernie to Fairmont School District because they feel the Fairmont School District is a better educational system.

Mr. and Mrs. Pagus decided to initiate a petition for a boundary change between the Grover School District and the Fairmont School District so that they would not have to pay tuition to send Ernie to the Fairmont School District.

Mr. and Mrs. Pagus got a petition form from the superintendent of Fairmont School District and took it around to several citizens within the Grover School District for them to sign. After they had the proper number of signatures, the petition was copied and copies were sent to the superintendent of Fairmont School District, the superintendent of Grover School District, the county clerk, and the State Board of Education. The proposition was taken from the petition and placed on the ballot along with a description of the land involved for the people in both school districts to vote on. The voters in the Grover School District voted against the boundary change, and the voters in the Fairmont School District voted for the boundary change.

Mr. and Mrs. Pagus then wrote a letter to the State Board of Education requesting a hearing before the Arbitration Board.

Mr. Jones, who is in charge of the Arbitration Board for the State Board of Education, dictated a letter to his secretary, who typed five originals of the letter stating the place and time of the meeting and listing the members of the Arbitration Board. She filed one copy of each letter and sent the originals to the superintendents of the Fairmont and Grover School Districts and to the three Arbitration Board members.

The Arbitration Board met with citizens from both school districts, and the boundary change was not approved.

Instructions: Analyze the above case and list specific examples that deal with:

1. Origination--

2. Production--

3. Reproduction--

4. Filing--

5. Communication/Distribution--

WP CASE - SCHOOL SUSPENSION

Donald Brady and Robert Lewis are students at the Hickock R-II School District. During physical education class a question arose during one of the activities on how a game was supposed to be played and Donald and Robert started to fight.

The coach, Mr. Winkler, reported this fight to the principal, Mr. Jones. After discussion of the fight with the two boys, Mr. Jones cited from the rules and regulations of the Hickock School District that the boys must be suspended for three days.

Mr. Jones wrote on his memo pad the information about the fight and left instructions for his secretary, Miss Underwood, to compose and type a letter to both sets of parents explaining the circumstances leading up to the suspension of their sons.

Miss Underwood typed a letter to each set of parents and filed a copy of the letter in each student's folder. Miss Underwood then mailed the letters to the parents.

Instructions: Analyze the above case and list specific examples that deal with:

1. Origination--

2. Production--

3. Reproduction--

4. Filing--

5. Communication/Distribution--

WP CASE - AUTOMOBILE ACCIDENT

Sarah Doolittle was enrolled in a class at the University of Missouri-Columbia. One day while on her way to class she was driving down Stadium Boulevard, and another car ran into her from the rear. Officer Green was called to the scene of the accident to investigate it. As soon as he arrived, he questioned the two drivers and wrote notes on an accident report form. When the investigation was completed, the drivers carefully read the form and signed it.

Later that day, Officer Green turned in the report to a secretary at police headquarters, Gail Goldstrom. Gail typed the report, making several copies from the handwritten one Officer Green had given her. After typing the report, Gail handed it to Officer Green who signed it and handed it back to her. Gail then put all but one of the copies into addressed envelopes and placed them in the mailbox located just outside the building. At the end of the day, Gail filed the retained copy in the filing cabinet next to her desk.

The next morning Sarah Doolittle visited her American Family Insurance agent, Mr. Waldo, and was told she must get two estimates as to how much it would cost to get her car repaired.

Sarah returned that same afternoon with two estimates. Mr. Waldo's secretary, Irene Wade, took down the notes about the accident and then typed an auto accident and loss report in duplicate. The report was then mailed to the claims office with the two estimates and the carbon copy of the report was filed in Sarah Doolittle's file.

Instructions: Analyze the above case and list specific examples that deal with:

1. Origination--

2. Production--

3. Reproduction--

4. Filing--

5. Communication/Distribution--

WP CASE - THE STRUGGLES OF A DEDICATED SUPERVISOR

Daisy Strugles worked in the Word Processing Center of Mid-Continent Distributing Company for eight years, and she was recently promoted to the position of supervisor of the Center.

Her supervisory responsibilities centered around the management of the personnel and payroll accounting areas, and this section was responsible for all weekly payroll operations.

Due to an unusually large number of absences caused by a flu epidemic in the city, the Center had fallen far behind its scheduled operations. Many word processing operators were absent due to illness. Since Ms. Strugles used to do this work, she decided to help in order to alleviate the situation. She spent several hours a day operating one of the empty word processing machines. She did not neglect any of her supervisory duties while she was running the machine, however.

Ms. Strugles' supervisor, Mr. Johnson, returned from an out-of-town trip and found her operating a machine and not in her office. Mr. Johnson had been looking for Ms. Strugles as he wanted to discuss some problems with her. He became very annoyed with Ms. Strugles because of what she was doing, and he asked her into his office. Mr. Johnson proceeded to give Ms. Strugles a lecture, stating that it was a supervisor's job to get things done through and with people and that did not mean doing the work of the employees, even if the Center was short-handed. Ms. Strugles, who had listened patiently to her supervisor, wondered what her reply should be.

Instructions: Study the above case by using the following problem-solving approach.

1) Define the problem areas that are the most significant in the case.

2) Identify and analyze the significant facts in the case.

3) Identify the alternatives that are feasible.

4) Evaluate each of the alternatives in terms of its likely outcome.

5) Choose the alternative that appears to be the most appropriate and recommend and defend that course of action accordingly.

WP CASE - THE DEATH OF AUNT MILDRED

Sally Dudley supervised a Word Processing Unit which consisted of 15 employees in a large midwestern insurance company. Miss Dudley had been promoted to the position of supervisor after having worked in the Unit for three years.

One day Miss Dudley received a call from one of her employees, Betsy Sullivan, who had been employed with the company for four years. It was obvious from her voice that she was upset; she had trouble in speaking without crying.

"My Aunt Mildred died last night. She was my foster mother with whom I had lived for several years during my teens, after my parents separated and my mother remarried. I will need several days off in order to attend the funeral which is about 50 miles away. The rest of the family will be there this evening."

Miss Dudley replied, "I am terribly sorry that you had this loss. Let me check the policy manual to see what you are entitled to." Quickly, Miss Dudley found the section in the manual which read:

> In the event of death in your immediate family (spouse, child, parent, brother, sister, father-in-law, mother-in-law), if you are a permanent employee, you will be granted an excused absence with pay up to 4 days following the death.

Miss Dudley replied, "I am not certain whether this policy will provide for time off for the death of a foster parent. I will check with the personnel office - let me call you right back." When Miss Dudley dialed the personnel office, she was told that the director would be out of town for a week. The secretary did not know whether the company would provide leave benefits to employees who lost a foster parent.

As Miss Dudley finished the conversation, she wondered what she should say to Betsy Sullivan.

Instructions: Study the above case by using the following problem-solving approach.

1) Define the problem areas that are the most significant in the case.

2) Identify and analyze the significant facts in the case.

3) Identify the alternatives that are feasible.

4) Evaluate each of the alternatives in terms of its likely outcome.

5) Choose the alternative that appears to be the most appropriate and recommend and defend that course of action accordingly.

WP CASE - TO CHANGE OR NOT TO CHANGE

You are transcribing a letter from a tape and notice that the dictator uses a subject and verb incorrectly. The subject is plural and the verb singular. You are sure you know what is correct, so you make the change. Shortly after you deliver the completed letter, the dictator returns it and asks you--in a disgusted manner--to change the sentence you corrected back to the way he originally dictated it. What do you say?

Instructions: Study the above case and be prepared to discuss the following questions.

1. Who is responsible for the finished letter--the dictator or the word processor?

2. Is it wrong to change things you are sure are incorrect?

3. Is there a tactful way to tell someone they are wrong?

WP CASE - SECRETARY FEARS LOSING SHORTHAND SKILL

Miss Nancy Silbers is secretary to Mr. Wright, who is a very busy vice-president in a large bank. Miss Silbers prides herself on her excellent shorthand skills, and she likes taking dictation more than any other activity she must do each day.

One day Mr. Wright tells Miss Silbers he has ordered a dictating machine as well as a transcribing unit. He told her he often wants to dictate after working hours when he stays in the office or early in the morning.

He didn't ask Miss Silbers for her judgment about the purchase. Miss Silbers made no comment when he informed her about the new equipment. She was stunned, though, and her personal thought was: "Here I am with my good skill, and now I'll lose my shorthand speed. Oh, why did Mr. Wright do this to me?"

Instructions: Study the above case and be prepared to discuss the following question.

What do you think of Miss Silbers' attitude conveyed in her unexpressed thought?

WP CASE - DON'T WASTE MR. BARTLETT'S TIME

Mr. Bartlett never remembers to prepare an indicator slip when he uses his desk-top machine for dictation. Therefore, Miss Wilson always makes a rough draft of a complete tape without listening to anything ahead of time. Afterwards she cuts apart her rough drafts, puts instructions with the items, as well as the corrections, and types final copies.

Instructions: Study the above case and be prepared to discuss the following question.

Would you handle this problem as she did? Explain.

WP CASE - RELUCTANT TO CHANGE

Mary Alice Rogers has been secretary to Mr. Adams, President of Cannon Electronics, for 25 years. Recently Cannon Electronics installed a word processing center at their central office. Mr. Adams has access to this center where he can dictate all his correspondence, thus leaving Mary Alice free to do other office tasks. However, Mr. Adams prefers to dictate his correspondence to Mary Alice which she takes in shorthand. Mary Alice then uses her telephone to call the word processing center and dictates Mr. Adam's work to the center.

Instructions: Study the above case and be prepared to discuss the following question.

What would you do if you were Mary Alice?

WP CASE - IN A HURRY

Instructions: The following letter was dictated by a personnel officer of a large university. Evaluate this letter from the standpoint of dictation techniques. Point out specific faults and indicate a proper correction for each.

This letter goes to Mr. Paul M. Semple 1503 Garth Avenue St. Joseph MO

Dear Mr Semple

I appreciate receiving your application for the position of director of public relations your credentials will be reviewed very carefully and you will be informed as to whether or not your application scores high enough to warrant a personal interview in the meantime if you are in the area please stop by to pick up statistical data about our university which you requested in your letter thank you for your interest in our school

Sincerely yours

John Doety
Personnel Officer

WP CASE - DON'T HELP THE OPERATOR

Instructions: The following letter was dictated by the assistant to the comptroller of a large mid-western hospital. Evaluate this letter from the standpoint of dictation techniques. Point out specific faults and indicate a proper correction for each.

This letter goes to Mrs. Charlene Schillie (C-h-a-r-l-e-n-e, and the last name is spelled just like it sounds), Route 2, Huntsville, MO 65259.

Dear Mrs. Schillie:

Thank you for your letter of May 25, 1978. Paragraph. In regard to the charge of $17 for anesthesia, the $57 that you paid Anesthesiology, Inc., was the fee for the doctor who administered the anesthesia during your surgery. Our charge for $17 covers the costs of the anesthetic used and the equipment used to administer it. Paragraph. As to the quote given you by our personnel, there are two different ways that the procedure (p-r-o-c-e-d-u-r-e) you had can be done. One method that can be used is to do this procedure in our emergency department under a local anesthetic (a-n-e-s-t-h-e-t-i-c). The cost of this method would indeed be $75 to $100. However, your doctor elected to do your case in the operating room under a general anesthetic, the cost of which is greater. Paragraph. My apologies for our slow response to you. I trust that this answers your questions. If I may be of further assistance, do not hesitate to contact me.

Sincerely,

Frank C. Trey
Assistant to the Comptroller

WP CASE - TO MAIL OR NOT TO MAIL

Instructions: As word originator, you received this letter back from the word processing center for proofreading and your signature. Do you find the letter acceptable? If not, indicate corrections or changes to be made.

Blackstone Corporation
12145 RIDGECREST ROAD, SE PORTLAND, OREGON 97266 (503) 892-4571

June 7, 1978

Mr. Frank A. White
3928 Anderson Avenue
Buffalo 14240

Dear Mr. White

SUBJECT: NEW REPRESENTATIVE

In the past, Mr. White, you have been so kind as to help us many times. We hope that you can do so again.

Among the many young men you know in or near Buffalo, is there a young mann who might prove eligible to represent our firm in your state? We are looking for a personable young man. He ought to be 25 or so years old. He should have had two or three years of sales experience, and he should have finished at least one year of college training. He must be interested in a lifetime selling career. The job will pay $14,200 a year to start.

If you no of someone who would be suitable for this opening, please suggest his writing soon to me. I should appreciate your help.

Cordially Yours,

Alvin Lake, Personnel Manager

llr
Enclosure

WP CASE - HURRY AND SIGN IT

Instructions: As word originator, you received this memo back from the word processing center for proofreading and your signature. Do you find the memo acceptable? If not, indicate corrections or changes to be made.

INTEROFFICE COMMUNICATION

Blackstone Corporation
PORTLAND, OREGON

TO: All Departments

FROM: Larry George, Word Processing Division

DATE: June 7, 1978

SUBJECT: Introduction to New Word Processing Equipment

All of the new word processing equipment we ordered last quarter has now arrived and will be in operation within a week or ten days. The purpose of this memo is to invite you to use this new facility. An explanation of the various services the Word Processing Department is now able to provide will be the purpose of a meeting that will be held next Thursday morning at 9 A.M. in the Main Lounge of the Administration Bilding. I hope you and some of the other key men inyour department will be able to attend this meeting. In the meantime, your reading the inclosed mimeographed sheets on the types of services we can render will be appreciated.

WP CASE - NERVOUS NELLIE

Instructions: You are the supervisor of a word processing center and have a new employee who is still nervous about transcribing from a machine and producing on a text-editing machine. She brings the following draft for you to approve before she types the final copy. Proofread the letter and initial if you approve the draft. If not, indicate the necessary corrections for any word omissions, any uncorrected typographic errors, or errors in punctuation, spelling, capitalization, paragraphing, word division, or number styling.

What can you do as her supervisor to help her improve her confidence and skills?

Dear Mr. Parker:

Thank you very much your courtious note of July 31st, which was forwarded from our branch on the West coast. Since our office here in the East is closer to you I am taking the privilege of answering your letter as I am General Manager of the Sales Department. Enclosed is our advertising and promotional brochure ofr this coming fall, when we shall celebrate our 20th year in business. In it you will find, for your judgement, advertising suggestions, and ways in which store have used them. On Pages two, six, and 15 are described the colors we shall feature an also our packaging plan. In addition the brochure will give you other information that you requested.

We specialize in just one long sleeve shirt (series 100) and one short sleeve shirt (series 500). Both are made exact-neck sizes. (The reccomended retail prices are $9.00 and $8.00, respectfully). This specialization make it possibly for us to offer our customers a beautfully-tailorer and styled shirt, and to garantee 24-hour service on all orders. It is our constant endeavour to carry between 10 thousand and 12 thousand shirts in our factory at all time in order to back up this program; further more it is our policy to sell only one prominant store in each city. The affect has been positive.

We hope that you will give our program and our shirts your further consideration. If there is an other information you would like I shall be happy to sent it to you immediately. We hate to loose your busness.

Sincerely yours,

PART IV

CAREER OPPORTUNITIES IN WORD PROCESSING

Career ladders and opportunities in offices are changing. Business and office instructors feel a definite need to acquaint students with the types of jobs available in the word processing field as well as the qualifications and characteristics of good word processing employees.

SUGGESTED OBJECTIVES

To become familiar with career opportunities in the word processing field.

To become acquainted with the qualifications required for the various types of positions in word processing.

To identify skills and characteristics of good word processing employees.

CONTENT OUTLINE

I. CHARACTERISTICS OF WORD PROCESSING EMPLOYEES

A. Word Processing Secretary
1. Fast, accurate typing skills
2. Machine oriented
3. Able to stay at one work station for extended period of time
4. Concentration ability despite noise
5. Capable of working under pressure to meet deadlines
6. Common sense in thinking through and solving problems
7. Transcribe from handwritten or dictated materials
8. Capable of dealing with quotas and of having work measured
9. Proofreading skill
10. Formatting skills
11. Possess verbal skills, including vocabulary, spelling, grammar, and punctuation
12. Be a good team worker

B. Administrative Secretary
1. People oriented
2. Tact and courtesy in interpersonal relationships
3. Capable of dealing with interruptions
4. Organizational ability
5. Flexible in work habits
6. Good memory for names, dates, and events
7. Good vocal skills and telephone techniques
8. Good verbal skills for editing, proofreading, and initiating dictation
9. Capable of researching and collecting data
10. Be a good team worker

II. JOB DESCRIPTIONS AND QUALIFICATIONS

A. Word Processing Positions
1. Junior Correspondence Secretary
a. Job description
1) Trains on equipment
2) Transcribes from dictation equipment, handwritten material, or printed matter
3) Learns use of more complex word processing equipment and operations
4) Learns to log production time and volume
b. Job qualifications
1) Type 45 to 50 wam accurately
2) Type from rough draft with average speed and skill

3) Experienced in typing letters and reports
4) Good knowledge of spelling, grammar, punctuation, and formatting

2. Correspondence Secretary
   a. Job description
      1) Performs activities of Junior Correspondence Secretary
      2) Revises documents, creating updated revisions and final documents
      3) Handles typing of special correspondence, reports, and presentations for variety of departments
      4) Attends to more than one machine
      5) Keeps accurate records of typewritten work
      6) Files necessary materials of work completed
      7) Assists in receiving, logging, distributing, and otherwise controlling input to correspondence center
   b. Job qualifications
      1) Type 60 wam accurately
      2) Above-average knowledge of language usage
      3) Experience in operation of magnetic media equipment or substantial secretarial background
      4) Capable of high-quality, volume work
3. Proofreader/Process Control Coordinator
   a. Job description
      1) Keeps records of turn-around time
      2) Maintains control sheets, records volume
      3) Proofreads transcribed materials
      4) Handles confidential transcriptions
      5) Handles telephone calls to and from users of word processing center
   b. Job qualifications
      1) Proficiency in grammar, spelling, and punctuation
      2) Competent with variety of complex machines
      3) Thorough knowledge of company policy and procedures
4. Word Processing Specialist/Librarian
   a. Job description
      1) Assists Proofreader/Process Control Coordinator
      2) Performs complex operations using prerecorded material to set up complicated texts and formats
      3) Maintains library of recorded materials
      4) Heavy statistical work

b. Job qualifications
   1) Business school or two-year college degree preferred
   2) Type 70 wam accurately
   3) Top language and formatting skills
   4) Complete knowledge of company

5. Correspondence Specialist/Technical Advisor
   a. Job description
      1) Operates all machines in word processing center
      2) Prepares complex formats for output by other secretaries
      3) Prepares complex, multipage proposals and formats, financial statements, and statistical reports
      4) Concerned about work simplification techniques
      5) Provides technical guidance, training, and assistance to center personnel
   b. Job qualifications
      1) Specialized business training in two-year college program or on-the-job training
      2) Type 70 to 80 wam; statistical typing essential
      3) Complete knowledge of company
      4) Knowledge of wide variety of word processing equipment

6. Supervisor, Word Processing
   a. Job description
      1) Selects personnel and evaluates performance
      2) Directs operation of center
      3) Liaison to and/or trainer of word originators
      4) Ensures standards of performance for quality and quantity of output
      5) Prepares budget
   b. Job qualifications
      1) Four-year college degree or business school and equivalent experience
      2) Knowledge of company standards and practices
      3) Knowledge of all work applications
      4) Proven managerial skills
      5) Ability to delegate responsibility and to develop and evaluate personnel

B. Administrative Support Positions
   1. Clerk/Messenger
      a. Job description
         1) Runs errands and delivers internal messages
         2) Keeps check on supply inventory for center

b. Job qualifications
   1) Dependable, willing to learn
   2) Ability to present courteous, helpful image to users of center

2. Administrative Secretary
   a. Job description
      1) Works for group of principals (word originators)
      2) Handles mail, filing, telephone, and clerical duties
      3) Prepares and dictates routine correspondence
      4) Assists principals in analysis and decision-making activities
   b. Job qualifications
      1) Ability to interact well with superiors, co-workers, and clients
      2) Excellent vocal and verbal language skills
      3) May need typing and shorthand skills
      4) Compose and/or edit work for word originators
      5) Analytic ability

3. Senior Administrative Secretary
   a. Job description
      1) Performs all duties of Administrative Secretary
      2) Serves as group leader for team of administrative secretaries
      3) Originates documents and dictates or transmits them to the center
      4) Makes arrangement for high-level company meetings
      5) Handles travel arrangements
   b. Job qualifications
      1) Same as Administrative Secretary
      2) College-level training or equivalent experience

4. Supervisor, Administrative Support
   a. Job description
      1) Responsible for administrative support center operations
      2) Assists in selecting personnel
      3) Trains and evaluates personnel
      4) Handles difficult or confidential work for top management
      5) Prepares and controls budget allocations
      6) Allocates center costs to users
      7) Coordinates secretarial services with supervisor of word processing

b. Job qualifications
   1) Four-year college degree or equivalent work experience
   2) Proven administrative secretarial skills
   3) Thorough knowledge of company organization, policies, and procedures
   4) Approximately five years of related word processing/administrative support systems experience

5. Supervisor, Word Processing/Administrative Support Center
   a. Job description
      1) Directly responsible for operation of center
      2) Has overall responsibility of personnel development, training, and motivation
      3) Serves as technical consultant in areas of systems and procedures, equipment, and workflow
   b. Job qualifications
      1) Same as supervisors of word processing or administrative support
      2) Experience in work simplification desirable

6. Manager, Word Processing/Administrative Support System
   a. Job description
      1) Responsible for multiple secretarial service units throughout the company
      2) Develops long-range plans for new and revised systems to meet objectives
      3) Determines overall standard of performance
      4) Prepares budgets, reports, and audits for the administrative support center and the correspondence center
      5) Demonstrates concept of word processing to outsiders and continually "sells" concept within company
   b. Job qualifications
      1) Four-year college degree or equivalent work experience
      2) Management background or training
      3) Thorough knowledge of equipment, personnel, and work organization
      4) Ability to interact effectively with middle and top management

WORD PROCESSING JOB DESCRIPTIONS

RECEPTIONIST/CLERK

Duties:

Receives all incoming work, assists in preparing work requests, and informs originators of center's capabilities. Responsible for clerical details such as requesting supplies, processing invoices, and typing department reports such as production figures and inter-departmental charges. Guides originators on use of dictating equipment.

Qualifications:

The receptionist/clerk should have the following qualifications:

1. Minimum 45 words per minute typing speed.
2. Must be able to communicate with all levels of employees.
3. Experienced in use of office calculators.
4. Knowledge of dictating equipment and techniques.
5. Should know department's full capabilities to guide users.
6. Ability to work with minimum supervision.

WORD PROCESSING OPERATOR

Duties:

Operates text-editing equipment to produce general correspondence, reports, procedures, forms, manuals, or other special material from transcribing equipment, rough drafts, or hard copy documents.

Qualifications:

The word processing operator should have the following qualifications:

1. One-year experience on magnetic media required or completion of training on related equipment.
2. Minimum 55 words per minute typing speed.

3. High degree of skill in spelling, punctuation, grammar, and language understanding.
4. Capable of machine transcription.

SENIOR WORD PROCESSING OPERATOR

Duties:

In addition to performing duties of the word processing operator, types material requiring higher degree of skill in complex procedures, format, and machine operation. In lead operator's absence, should be capable of performing duties of that position.

Qualifications:

The senior word processing operator should have the following qualifications:

1. Two years experience, at least, as an operator of magnetic media and transcribing equipment.
2. Should be able to handle special correspondence, presentations, and briefs.
3. Must have knowledge of company standards and procedures.
4. Should have proven ability of high volume, quality work and able to handle highly confidential and rush work using judgment with respect to urgency and relative importance.
5. Minimum 75 words per minute typing speed.

LEAD WORD PROCESSING OPERATOR

Duties:

Receives, logs, distributes, and assures timely completion of assignments. Acts as liaison with user departments regarding quality and timeliness of service performed by the center. Provides guidance and training to all other word processing operators in the areas of work procedures, work priorities, format, vocabulary, and machine operations. Maintains necessary supply inventory, and assures equipment maintenance. Compiles production reports. Acts as supervisor in supervisor's absence. This position is sometimes titled supervisor.

Qualifications:

The lead operator should have all the qualifications of the senior word processing operator and in addition should have the following qualifications:

1. Ability to instruct and guide word processing personnel in use of text-editing equipment and procedures.
2. Possess aptitude and ability to effectively communicate with department personnel and users of the center.
3. Ability to supervise personnel in supervisor's absence.
4. Thorough knowledge of text-editing and transcription equipment.
5. Minimum four years experience as word processing operator, or demonstrated ability to assume this position.

PROOFREADER

Duties:

Performs quality control function for the center. Proofreads and reviews all work for quality standards prior to its leaving the center. Verifies with author questionable material.

Qualifications:

1. Good, stable English background and/or English major or journalism degree desirable.
2. Must have familiarity with proper letter composition, company style and format, grammar, spelling, and punctuation.
3. Aptitude for rapid and accurate assimilation of hard copy material.

SENIOR PROOFREADER

Duties:

Performs all duties of the proofreader and is responsible for assigning work to, training, and advising other quality control personnel in format, company style and standards, grammar, and language skills.

Qualifications:

The senior proofreader should have all the qualifications of the proofreader position and in addition have the following qualifications:

1. Ability to advise and train proofreaders.
2. Must have two years experience as a proofreader.

3. Ability to edit and compose text if requested by word processing originators.
4. Exercise judgment and offer guidance to department users regarding layout and consistency in text preparation.

CLASSIFYING ADMINISTRATIVE AND CORRESPONDENCE TASKS

The following exercise will help develop your understanding of the division of the secretarial function between the administrative support and correspondence tasks.

Read through the following list of tasks and determine which category, administrative or correspondence, each task represents. Then place an "X" in the appropriate column at the right labeled administrative or correspondence.

		Administrative	Correspondence
1.	Mail the regular form letter about our special prices to the customers listed in the letter from our Kansas City office.	_____	_____
2.	Send an $85 check for the tires I bought from John Harvey.	_____	_____
3.	Transcribe letter to insurance company advising that although Mr. Jone's daughter is 18, she is a full-time student and should be carried under his group policy until school is out.	_____	_____
4.	Write and ask Mr. Johnson in St. Louis for the amount of interest due very shortly on my loan at the National Bank.	_____	_____
5.	We talked about changing the color of the file tabs on the secondary folders. Please get started on this.	_____	_____
6.	Renew subscriptions to office magazines.	_____	_____
7.	Post time cards of employees to the personnel ledger sheets after the accountant processes the pay checks.	_____	_____
8.	Call the sales manager and cancel our appointment for lunch.	_____	_____

		Administrative	Correspondence
9.	Send routine letter to applicant advising there is no opening in company at present time; however, name will be kept on file should a vacancy arise.	_____	_____
10.	Send letter to customer by certified mail (return receipt requested) advising if bill has not been paid in ten days, the account will be turned over to the legal department.	_____	_____
11.	Type the semiannual evaluations of personnel submitted by supervisors that are needed by Mr. Jones for a meeting Thursday.	_____	_____
12.	We're almost out of pencils. Please order some.	_____	_____
13.	Type this list of answers to the questionnaire on office procedures for Jerry, my son, who is working on his report.	_____	_____
14.	Figure the interest on a past-due account as of the end of the month. Return regular file to my desk when finished. Notice will not be sent out for at least a week.	_____	_____
15.	Charge long distance calls to the proper department from the monthly telephone bill.	_____	_____
16.	Type letter to accompany the enclosures asking that material be revised and Power of Attorney signed and returned immediately.	_____	_____
17.	Get someone started on making copies of Exhibits X, Y, and Z.	_____	_____
18.	Process the new gasoline credit cards and write transmittal memos to all personnel who will receive these cards. Keep a list of the number of each card, to whom it was issued, and the date it expires. The old cards expire at the end of next month.	_____	_____

		Administrative	Correspondence
19.	Call Mr. Jackson, vice president at the bank, and set up luncheon date for sometime next week.	_____	_____
20.	Look up, type, and file the telephone numbers of all members of the civic club of which Mr. Jones is treasurer.	_____	_____
21.	Write letter confirming a speaking date for Mr. Jones in three months.	_____	_____
22.	Cancel airline reservations and motel reservations for trip three weeks from now.	_____	_____
23.	Have your associate type the Power of Attorney on an offset master and run 300 copies.	_____	_____
24.	Call Mrs. Jones and tell her that an important client and his wife are arriving in town. Mr. Jones is bringing them to the house for dinner at 6 p.m.	_____	_____
25.	Transcribe a recorded telephone message to be placed in the active files of Johansen and Helvey.	_____	_____
26.	Remind Mr. Jones of an important appointment tomorrow.	_____	_____
27.	Send telegram advising branch bank in another city to deposit funds collected to the company's account in their bank.	_____	_____
28.	Prepare the income tax payment and transmittal record for quarter ending Friday.	_____	_____
29.	Make copies of letters in the ABC Company file and deliver them to the company treasurer's office.	_____	_____
30.	Send completed manuscripts first class/special delivery to The Sales Journal to try to meet the deadline set for tomorrow.	_____	_____

INDICATING PARAGRAPHS WHEN DICTATING

As an administrative support secretary, you have access to a centralized dictating system; and your dictation is transcribed in the word processing center. Dictating to the center would save you considerable time in performing your office tasks; yet you feel uneasy about dictating. One of your problems is knowing where to indicate new paragraphs. To help you improve your confidence, use the proofreader's symbol ¶ to divide each of the following letters into three paragraphs.

1. Dear Mr. Young:

Thank you for your check in the amount of $134.21, which you mailed to us on December 29. Our records, however, show that the amount owed to us was $137.94. We realize that this mistake was undoubtedly an oversight on your part. In all probability, you deducted a 3 percent cash discount on both the October and November invoices. Our terms, however, were 3 percent for cash received on or before the 15th of the month following the date of invoice, or net 30 days. In view of this slight error, we know that you will be glad to include with your next remittance the $3.73 that is still due on your account.

Very truly yours,

2. Dear Mr. Adams:

The various banking executives of St. Louis and vicinity have an informal organization called the Bankers' League. Each year this organization has a special summer meeting to which we invite a number of graduate students of banking and finance. I should like at this time to extend an invitation to you to attend this year's meeting, which is to be held on Monday, August 7, at 5 p.m., at the Sheraton Westport. The meeting will take place in one of the dining rooms on the ground floor; the directory will tell you the exact room. I hope we may look forward to having you with us on August 7 for an evening of pleasant association.

Cordially yours,

3. Dear Mrs. Ford:

Once again it is my pleasure to enclose our check for your interest on Kensington Loan Company debentures. The $30 check represents interest earned from January 1 through June 30 of this year. We at Kensington feel that our company and its subsidiaries have made excellent progress during the past year. We think that you may be interested in the enclosed statistical chart that we have prepared to demonstrate our progress. Additional copies are available upon request if you should want them for any of your friends who might consider investing with our company. As in the past, may I again extend a cordial invitation to you to visit us at our main office and see your dollars at work.

Cordially yours,

WP JOB APPLICATION ACTIVITIES

Activity #1

You see the following advertisement in your local newspaper. Prepare a letter of application and personal data sheet.

CORRESPONDENCE SECRETARY

Busy nationwide company is looking for a secretary for an entry-level position in the word processing center. Typing minimum of 50 wpm and good communication skills required. Excellent salary and benefits. Send letter and data sheet to Box 945, St. Louis Globe-Democrat.

Activity #2

You were granted an interview for the above position. Prepare a follow-up letter.

PART V

PHASES IN ESTABLISHING AN INSTRUCTIONAL WORD PROCESSING CENTER

I. ASSESSMENT OF NEEDS FOR TRAINING IN WORD PROCESSING

- A. Familiarize Staff With Basics
- B. Survey Area Businesses With Word Processing Centers (See Sample Form A)
- C. Survey Prospective Students (See Sample Form B)
- D. Determine Probable Future Employment Needs In Word Processing

II. DETERMINE THE FEASIBILITY OF ESTABLISHING A WORD PROCESSING CENTER AND CURRICULUM

- A. Justification for Establishing Word Processing Center
  - 1. Purposes
    - a. Employment opportunities in this field are expanding rapidly, but educational training is very limited.
    - b. Personnel directors from major corporations cannot find trained people.
    - c. No secondary or post-secondary institution in the area offers a complete word processing curriculum in a fully equipped center.
    - d. Only 10 to 15 percent of the market for word processing equipment has been utilized.
  - 2. Objectives
    - a. To provide instruction for students
    - b. To provide services to the faculty and staff of the school
- B. Secure Administrative Support
- C. Research Availability of Funding
- D. Establish Word Processing Advisory Committee
- E. Determine Projected Staff Requirements
- F. Determine Projected Space Requirements (Using floor plans of present facilities, identify departments, personnel, equipment locations, and traffic patterns.)

III. PLAN OF IMPLEMENTATION

A. Recommendations for Hardware and Software
   1. Recommendations will, of course, depend on the amount of funds available. Give vendors an approximate dollar amount and have them present equipment configurations that will make maximum use of available funds.
   2. Factors to consider when choosing equipment
      a. Cost--Prices will vary and will, of course, be influenced by various factors. Price does not always provide a sure indication of the quality or lack of it in equipment. Some research should be undertaken to verify present users' satisfaction with their equipment through consultation and reading of buyer's reports.
      b. Service and Repair--It is essential that you be given assurance of readily available service and that personnel be well trained.
      c. Systems Support--Will manufacturers assist you in determining paperwork needs? Will the manufacturer help in setting up a smooth installation of equipment?
      d. Training--Does manufacturer provide training for your personnel?
      e. Ease of Operation--Equipment which is easy to use will encourage more efficient and more frequent use of equipment.
   3. Evaluation of equipment
B. Evaluation of Support Services and Educational Materials of Different Vendors
C. Proposed Utilization of Word Processing Center
D. Proposed Word Processing Curriculum
E. Formal Presentation to School/College Administration

IV. PROGRAM IMPLEMENTATION

A. Space Management
   1. Provide sufficient work space and maximize use of that space
   2. Provide for the safety, physical well-being, and comfort of students
   3. Develop efficient work-flow patterns and procedures
   4. Coordinate effectively the environmental factors of air, light, sound, and color
   5. Provide flexibility in planning for future rearrangement and possible growth of center

6. Consider both the interpersonal communication needs of those in the center and the need for privacy and concentration when required.

B. Hardware Installation (Vendors should be responsible for installing their equipment.)

C. Software and Training Support (Instructors and vendor representatives will need to work closely together to insure maximum utilization of equipment and support materials.)

D. Instructor Training
   1. Schooling at vendor's office training center
   2. In-service visitation and training in word processing centers using vendor's equipment
   3. Visitation of other institutions with word processing centers
   4. Attendance at professional courses and workshops
   5. Reading and research of current word processing publications

E. Analysis of Ways to Measure Production Costs
   1. Transcriptionists' output
   2. Work flow through the center

F. Development of Procedures Manuals for Originators and Operators (Each originator, administrative secretary, and correspondence secretary should be given verbal instructions for operating his or her equipment. Operating instruction booklets and procedural pages that indicate necessary facts about the new WP services should support this activity.)
   1. Word processing center working hours
   2. Input dictation after normal hours or weekends
   3. Mail delivery schedule
   4. Draft dictation procedures
   5. Revised documents and how to return for correction/change
   6. Priority input dictation
   7. Document control and retrieval, text storage, and filing procedures
   8. Administrative support availability and responsibility

   NOTE: Procedural descriptions will help everyone understand the system and how they can use it to full advantage. Also, a glossary of new or special terminology will be helpful.

G. Coordination (Complete coordination must be achieved between the secretarial science department and guidance, student personnel, and job placement services.)

H. Publicize the Program
   1. Visit area high schools
   2. Conduct seminar for high school teachers from surrounding area to acquaint them with equipment and curriculum
   3. Plan for photographs and articles in newspaper

4. Use vendor's publicity department for trade and education journal publications
5. Arrange tours of the center for high school classes and area management people who have word processing centers

I. Training Programs for Dictators Using Word Processing Center

V. EVALUATION OF PROGRAM

A. Measure Success of Students on the Job
B. Evaluate Interest of Area Businesses in Program
C. Revision and Updating of Curriculum (Training reinforcement to assure proper system usage is a must.)

SURVEY TO DETERMINE WORD PROCESSING NEEDS
OF AREA BUSINESSES

Company name _____

Company address _____

Phone number _____

Word Processing Supervisor _____

1. Approximately how many employees now work in your word processing center?

   ___1-5 ___6-10 ___11-15 ___16 or more

2. How many job openings do you expect to have in your word processing center during the next year?

   ___0 ___1 or 2 ___3 or 4 ___5 or more

3. When hiring new employees, would you give preference to persons who have had word processing training over those who have not?

   ___Yes ___No ___Maybe

4. Would a new employee who had completed a word processing program receive a higher starting salary than one who had not?

   ___Yes ___No ___Maybe

5. Do you prefer to train your employees
   --in the whole word processing area __Yes __No
   --just to operate your specific equipment __Yes __No

6. What kind of equipment is used in your word processing center?

   ___Mag card or mag tape typewriter

   ___Video screen text-editing typewriter (CRT)

   ___Proportional spacing typewriter

   ___Composer

   ___Printer

   ___Endless loop dictation system

   ___Cassettes

___Magnetic belts

___Other. Please explain. _____

_____

7. What areas do you prefer your employees to have training or experience in?

___Typewriting What speed? _____

___Transcribing machine

___Filing procedures

___Duplicating procedures

___Language arts (grammar, punctuation, spelling)

___Word processing equipment (text-editing typewriters, printers, etc.)

8. Would you be interested in having _____ College conduct a special word processing program for you?

___Yes ___No ___Maybe

PROSPECTIVE STUDENT SURVEY FOR WORD PROCESSING PROGRAM

Name _____

Home address _____

Phone number _____

School or employer _____

School or company address _____

1. Do you feel you understand what word processing is and what the job opportunities are in that field?
   ___Yes ___No ___Somewhat

2. Would you like to find out more about word processing and the job opportunities available?
   ___Yes ___No ___Maybe

3. Do you know of a job opening at present or in the near future that you could apply for if you were trained in word processing?
   ___Yes ___No ___Maybe

4. Are you now working in a company that has a word processing center?
   ___Yes ___No

5. Are you now working in a word processing center?
   ___Yes ___No

6. If you aren't working in a word processing center now, would you like to work in a word processing center?
   ___Yes ___No ___Maybe

7. Would you be interested in enrolling in a one-year program in word processing during the next year?
   ___Yes ___No ___Maybe

8. Would you be interested in enrolling in a two-year program in word processing during the next year?
   ___Yes ___No ___Maybe

9. If you are not interested in completing a program, would you be interested in taking certain word processing courses?
   ___Yes ___No ___Maybe

10. Would you be available for classes offered during the day?

___Yes ___No ___Maybe

11. Would you prefer evening classes (two classes per week)?

___Yes ___No ___Maybe

12. In which of the following areas have you had training or experience?

	Extensive	Moderate	Little or None
Typewriting	_____	_____	_____
Transcribing machine	_____	_____	_____
Filing	_____	_____	_____
Duplicating	_____	_____	_____
Word processing equipment (such as memory or text-editing typewriter, CRT, printer, etc.)	_____	_____	_____
English (grammar, punctuation, spelling, and vocabulary)	_____	_____	_____

13. What is your approximate gross typing speed? _____

14. Approximately what grades did you receive in English (grammar, punctuation, spelling, and vocabulary)? _____

15. Do you prefer working primarily with people or with paperwork and machines? _____

PART VI

GLOSSARY OF SELECTED WORD PROCESSING TERMS

The following list of word processing terms was developed from those listed in these sources:

Cecil, Paula B. Word Processing in the Modern Office. Menlo Park, California: Cummings Publishing Company, Inc., 1976.

Dartnell's Glossary of Word Processing Terms. Chicago: The Dartnell Corporation, 1975.

McCabe, Helen M. and Estelle L. Popham. Word Processing: A Systems Approach to the Office. New York: Harcourt Brace Jovanovich, Inc., 1977.

Rosen, Arnold and Rosemary Fielden. Word Processing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Glossary of Selected Word Processing Terms

AGC Automatic gain control.

AS Administrative support.

Accessing
The process of feeding in or extracting information or data from a computer.

Active documents
Documents requiring original thought. Research, organization, proofreading, and revision are generally required. Error-free copy is often needed.

Adjust
Playback position which permits the operator to add or delete material, and which instructs the machine to ignore the originally recorded carrier-return signals and to establish new margins.

Administrative aide
A job title also sometimes designated as "administrative support aide" or "administrative secretary."

Administrative center
An area where secretarial specialists perform activities other than typing, such as mail handling, filing, phoning, and special projects.

Administrative secretary
A specialist who supports principals with activities other than typing, such as mail handling, filing, phoning, and special projects.

Administrative support (AS)
One of the two broad areas of specialization under word processing (the other being typing). In general, it comprises all the nontyping tasks associated with traditional secretarial work carried out under administrative supervision.

Attendant phone
In a central dictation system, a phone which allows the word originator to communicate with an aide in the word processing center or other remote recorder location.

Automated typewriter
A general term covering all types of word processing keyboard equipment.

Automatic forward reset
In telephone dictation, a feature which enables the recorder to continue in playback mode to the end of recorded dictation, even though the person reviewing the dictation has disconnected. The next dictator thus begins recording on an unused part of the medium.

Automatic gain control (AGC)
Automatic adjustment of volume during the recording of dictation so that outside noise is eliminated.

Automatic selector
In telephone dictation, a connection method which automatically links the handset to the first free recording unit available for input.

Automatic typewriter
The simplest of the automated typewriters, used mainly for straight, repetitive output involving little or no text editing.

Average letter
According to IWPA, a letter in the range of 92 to 115 words with from 18 to 23 lines of 12-pitch typing. This is not a widely recognized standard.

Backlog
An accumulation of unprocessed work.

Baseplate
A device attached to the underside of certain non-automated typewriters, enabling performance of various automated typing functions, including text editing and playback.

Batch
A collection of similar work which can be processed at one operation.

CPU Central processing unit.

CRT Cathode ray tube.

Cartridge
A container of magnetic tape, usually associated in word processing with MT/ST equipment.

Cassette
A container of magnetic tape used with certain dictation equipment as well as with certain word processing typing equipment.

Cathode ray tube (CRT)
A TV-like display screen for text.

Central processing unit (CPU)
The part of a computer that consists of the core memory component, a calculations component, and an operating control component.

Central recorder
A device placed in a central location to receive dictation from several dictate stations.

Centralized loops
Several trunks housing continuous loop magnetic tapes which receive dictation from several dictating stations.

Clean line
A circuit supplying power to only one unit.

Clipping
A condition in dictation where the first part of a word is not recorded because the mechanism does not engage fast enough.

Code
1. The pattern or system of signals, recorded on media, which stands for alphanumeric characters or machine actions.
2. Name given to the specified instruction or action required of a typing unit in playback; a command--i.e., "center," "indent," "justify," "stop."

Combination unit
A desk-top unit on which a dictator records information and a secretary transcribes the dictation.

Command
An instruction to a machine, such as a word processing typewriter, to perform a certain action.

Command key
A key which, when hit, enters a particular command into a system.

Communicating typewriter
A word processing typewriter which can send text to, and receive text from, another communicating typewriter or in exchange with a computer, over phone lines or via other telecommunications hook-ups.

Compatibility
One unit's ability to function in conjunction with another unit.

Console
The unit housing the record and playback mechanism and related controls of a text-editing typewriter.

Continuous loop (endless loop)
A long, continuous loop of magnetic tape encased in a tall, narrow tank for continuous dictation and transcription.

Convenience copying
Having a copier conveniently located for copying purposes.

Copier
A compact unit which makes exact copies of a document.

Correcting feature
The special tape which lifts off the old character(s) when the typist backspaces and thus allows her to type the new character(s).

Correspondence center
1. A word processing center
2. A secretarial group performing typing activities.

Correspondence secretary
A secretary responsible for typing activities and assigned to a correspondence center; a word processing operator.

Cross training
The switching of personnel among various work-stations so that they may learn more than one job.

Cursor
The movable dot on a CRT screen which shows the place on a displayed document for entering new text or making editing changes.

Dedicated
A machine systems term meaning reserved for one user or type of application. A "dedicated recorder," for example, is reserved for a specific individual or types of dictation.

Desk-top unit
A self-contained dictation unit which operates through electrical connection and is in an attractive case for use on the desk; usually is a dictate-only but some are combination units.

Dial seizure
The gaining access to, and control of, a recording unit by dialing assigned telephone numbers.

Direct impression
Term applied to text-production techniques in which each character is struck onto the paper, as in conventional typing.

Discrete media
Term applied to recording media that are individually distinct--that can be filed, mailed, moved, and otherwise separately handled. In dictation equipment, for example, belt, disk, cartridge, and cassette media are "discrete;" endless loop media are not.

Disk
A form of magnetic recording media used to store data or information.

Display
1. Term applied to the screen of a CRT-equipped word processing typing system, as well as the textual images appearing on that screen;
2. The act of commanding a CRT-equipped word processing system to produce specified text on its screen.

Distortion
Any difference between an audio input signal and that played back by the recording device.

Downtime
Time when equipment is not in use due to malfunction.

Draft
A rough and unedited outline of a document.

Dual track
A system using two tracks at the same time, such as a tape with two tracks--one for dictation and one for transcription.

Duplicator
A device which makes exact copies of a document, usually ranging into the high volume numbers.

Editing
1. The act of revising and correcting text or a manuscript prior to its production as a final document or publication.
2. The act of operating the function and alphanumeric keys of a word processing typewriter to alter the recorded text it will eventually play out automatically.

Endless loop (continuous loop)
Term applied to a family of dictation equipment systems which employ sealed, continuous loops of magnetic tape as recording media. The tapes are kept in containers called "tanks."

Facsimile
The process of transmitting textual and illustrative copy electronically, sometimes by radio but in office operations more typically by telephone. Documents scanned on a rotating drum at the sending site are recreated on a comparable drum at the receiving site.

Fidelity
The degree to which an electronic system accurately reproduces sound.

Floppy disk
A recording medium used in certain word processing typing systems, called "floppy" to distinguish it from the rigid version often employed in computer memories.

Font
A small golf ball-size element containing type of one size and style which may be replaced on a printer to produce a different size and style of copy.

Function
1. An identifiable operation or segment of ongoing work.
2. The operational unit, line or staff, responsible for such work.

Gain control (automatic gain control)
Automatic adjustment of volume during the recording of dictation so that outside noise is eliminated.

Hard copy
Written, typed, or printed matter; a document.

Hard disk
A large, round disk on which information is recorded.

Hardware
The machinery of which a system consists, as distinct from the "software" of programs, instructions, and training.

Hot zone
The area, adjustable in width, for controlling the righthand margin of text. When a line of typing is played out under reset margin conditions, the word processing typewriter, having reached the "hot zone," will either "decide" to start a new line, or pause so the operator can make a hyphenation decision.

I/O Input/output

Ink jet
An imaging method in which characters are electronically "squirt printed" onto paper.

Input
In general, information entered into a system for processing.

Input word processing equipment
Dictation equipment.

Keyboarding
The act of operating a typewriter.

Line
A row of typing often used as a unit in work measurement. There is no universal standard, but one common definition fixes a "line" at 6 inches of elite type, 72 keystrokes.

Lockout
A dictation equipment feature which ensures that users will not be able to intrude on, or review, another person's dictation.

Logic
The instructions which have been programmed into the unit to determine how an operation is to be done.

MC/ST
Magnetic Card Selectric Typewriter; introduced by IBM in 1969.

MT/SC
Magnetic Tape Selectric Composer; introduced by IBM in late 1960's.

MT/ST
Magnetic Tape Selectric Typewriter; introduced by IBM in 1964.

Magnetic keyboard
A device, commonly a word processing typewriter, which records keystrokes and editing changes on a magnetic medium.

Magnetic media
Any of a wide variety of belts, cards, disks, or tapes coated or impregnated with magnetic material, for use with appropriate word processing equipment and on which dictation or keystrokes are recorded and stored.

Make ready/do/put away
According to work analysts, the basic components that make up any job: preparation, doing the job, and putting away materials afterwards.

Manual selector
In telephone dictation, a connection method by which the handset is linked to an available recorder. The switching is done manually, in contrast to the "automatic selector" method.

Media
In general, the recording supplies, commonly magnetic-coated or of paper, used with word processing equipment (see "magnetic media"). Common forms include paper tape, and magnetic belts, cards, disks, and tapes in cassettes or cartridges.

Memory typewriter
A typewriter that stores keyboarded material and plays it back automatically.

Message switching
The technique of receiving a message, storing it until the proper outgoing line is available, and then retransmitting. No direct connection between the incoming and outgoing lines is set up as in "line switching."

Microfiche
Cards which contain a photographic record on a reduced scale of printed or other graphic material.

Microfilm
A film which contains a photographic record on a reduced scale of printed or other graphic material.

Mode
The operating states of an automated unit. In word processing typewriters, modes include "record" and "playback."

Module
An interchangeable plug-in item or other "building block" for expanding capacity.

OCR Optical character recognition.

Off line
A data processing or word processing mode of operation performed on peripheral equipment independent of the central processor.

On line
A data processing or word processing operation directly accessing the central processing unit.

Optical character recognition (OCR)
A scanning device and magnetic ink character reader that permits direct input to and processing by the computer of typed documents without human intervention.

Originator
A person who creates something, usually ideas to be typewritten onto a page.

Output
1. The final results after recorded "input" is processed, revised, and printed out.
2. The final documents or other information produced by an automated system.

Output word processing equipment
Automated typing systems.

PBX dictation system
A centralized dictation system using telephone company wiring and dial or touch-tone controls.

Page control
A word processing typewriter feature that causes pages to be numbered and ejected automatically during playout, thus reducing the need for human monitoring.

Paper tape
A recording medium used by certain word processing typewriters, and photocomposition systems. Punched perforations carry the coding.

Pause control
A feature on some dictation recorders which enables the tape to be stopped temporarily without switching from the "play" or "record" settings.

Peripheral equipment
1. In data processing and word processing, accessory units which work in conjunction with a large central unit, but are not part of it.
2. Units, such as input/output terminals, which work in conjunction with a major systems component, such as a central processing unit.

Photocomposition
A form of "cold type" text production in which each character is exposed photographically on light-sensitive paper, which is then developed to become a reproduction-quality proof.

Record
1. To capture on a medium such things as the speech of dictation or the keystrokes entered into a word processing typing system.
2. To log data or other notations on a document, such as a business form, for purposes of control and evaluation.
3. That which is written to perpetuate a knowledge of events.
4. A document, form, or other paper containing information for the control of business operations.
5. In general, any of the encoded media used in word processing, such as belts, cards, and cassettes.

Recorder
In a dictation system, the unit which transfers the dictation onto a medium.

Reference code
1. An electronically recorded indexing point on a magnetic tape.
2. Loosely, any indexing signal, regardless of medium.

Reproduction
Making copies of a document.

Response time
The time a system takes to react to a given input.

Restart
To begin a process over again; in word processing, to begin a typing job over again.

Revision cycle
The path of a typed document through a series of corrections after its initial keyboarding.

Scanning
1. The rapid listening to recorded dictation to locate a specific part.
2. Optical scanning; "OCR"; a form of data input in which an electronic device "reads" the marks or characters on a document.

Search
The function of a word processing typewriter in which specific material is located on a magnetic tape.

Secretary
1. Traditionally, one employed to handle correspondence, records, errands, and other tasks for a superior.
2. In word processing/administrative support systems, a title sometimes assigned, along with prefixes such as "WP" or "administrative," to the typing and administrative support specialists within the system.

Secretary, administrative
A specialist who supports principals with activities other than typing, such as mail handling, filing, phoning, and special projects. An administrative support aide.

Secretary, correspondence
An individual primarily responsible for transcribing dictation and producing documents on a word processing typewriter; a word processing operator.

Seize
To electronically gain control of a recorder in a centralized dictation system.

Shared logic
Term applied to a type of text-editing system in which several keyboard terminals simultaneously use the memory and processing powers of a single central processing unit.

Software
All materials needed to control and operate the "hardware" of an automated system, such as flowcharts, manuals, programs, and the like.

Sonic search
Fast-forward scanning of voice to locate a special spot of dictation.

Split keyboarding
A production technique in which material is keyboarded and edited on one word processing unit and played out on another.

Stand-alone
Term applied to a word processing typewriter or typing system that is self-contained, i.e., not connected to other systems or system components.

Stop
1. A code recorded on a medium which instructs a word processing typewriter to halt at some point during playback.
2. A word processing typewriter key which, when hit, encodes stop instructions or halts action directly.

System
1. An assembly of components united by some form of regulated interaction to form an organized whole.
2. A network of procedures designed to carry out an overall major activity.
3. The operations, procedures, personnel, and equipment through which a business activity is carried on.

Systems approach
The examination of an overall situation or problem with the aim of devising a total solution, as opposed to dealing with the separate functions which constitute the whole.

T/S Time sharing.

Talk-down tone (ready tone)
In telephone dictation, a whistle-like tone which tells the user that he has "seized" a recorder and that it is ready to take his dictation.

Tank recorder
An endless loop dictation system.

Telecopier
A machine which transmits "pictures" of pages through the telephone network.

Teleprocessing
A form of information handling in which a word processing or data processing system utilizes communication facilities.

Terminal
1. Any device capable of sending and/or receiving information over a communications channel.
2. In data processing and word processing, an input/output device.
3. In word processing, often a reference to a communicating typewriter.

Text
1. The actual matter of an author's work.
2. The main body of matter on a typed or printed page, as distinct from illustrations and marginal matter.
3. Broadly, the output of a word processing system.

Text-editing typewriter (word processing typewriter)
A word processing typewriter; one that records or "captures" keystrokes on a medium and that has the

ability to make additions, deletions, corrections, and format changes in the recorded text prior to automatic playout of finished documents. Text-editing typewriters may be either "interactive" or "stand-alone."

Time sharing (T/S)
1. A computer technique which permits many users to work with a large data processing system for different purposes at the same time.
2. A commercial service in which access to a time-sharing computer is offered to subscribers through terminals placed in their offices.

Track
The path on a magnetic tape or card along which a single channel of sound or codes is recorded.

Transcribe
To convert recorded dictation into a typed document or other form of hard copy.

Transcriptionist
One who transcribes; a correspondence secretary or word processing operator.

Trunk link
A type of interface system which permits phone company telephones to give instructions to centralized dictation equipment, by converting rotary (dial) or touch-tone signals into commands such as "record" and "play back."

Turnaround time
The elapsed time between the dispatch of a task and its completion.

Utility typing
Short, out-of-the-ordinary typing tasks not sent to the word processing center but handled more or less informally by administrative support personnel.

VOR Voice operated relay.

Video-display terminal
A device similar to a television screen used to display information or data electronically when attached to a computer or a word processing system.

Voice operated relay (VOR; voice activated relay)
A device used in central dictation systems which activates the recorder when it senses that voice sounds are coming over the line, and stops the process when only silence fills the line. The "VOR" thus eliminates long pauses during playback and transcription.

WP Word processing.

WP/AS
Word processing and administrative support.

WP typewriter (text-editing typewriter)
A text-editing typewriter; one that records or "captures" keystrokes on a medium and that has the ability to make additions, deletions, corrections, and format changes in the recorded text prior to automatic playout of finished documents. Word processing typewriters may be either "interactive" or "stand-alone."

Word originator
1. A principal; an executive.
2. A person who dictates "copy" for transcription into final documents.
3. In general, an individual within an organization who originates paperwork and requires secretarial support.

Word processing (WP)
Broadly, the automation of document production.
Among other definitions:
1. An automated system designed to cut the cost and time of the originate/dictate, check/type/retype, and sign/mail/distribute cycle of producing business documents.
2. A concept for improving the efficiency of business communications.
3. The combination of people, procedures, and equipment that transforms ideas into printed communications and helps facilitate the flow of related office work.
4. A systems approach to hard-copy communications flow.
5. The automation of secretarial work.
6. An efficient system of communicating one person's ideas to another person in typewritten form which includes five phases: origination, production, reproduction, filing, and communication/distribution.

Word processing center
1. The room or area housing equipment and personnel for the production of typed documents.
2. The centralized location in which word processing operations take place.

Word processing system
A combination of equipment and personnel working in an environment of job specialization and supervisory controls for the purpose of producing typed documents in a routinized, cost-effective manner.

APPENDIX A

SOURCES OF WORD PROCESSING FILMS

1. Information Management Corporation
   P. O. Box 2076
   Green Bay, WI 54306

   "What's It All About?" (11 minutes)
   From antiquity to today, our communications methods have changed many times. And change was not easy. This film shows that word processing is the most recent opportunity in humanity's long history of refining communications. It defines word processing and prepares the viewer for better understanding of the operations and advantages of this idea for people and organizations.

   "Take It from the Top" (15 minutes)
   A talk with top management about implementing changes in office structure, environment, and attitudes. This film presents startling insights into the cost and quality of office operations as well as explaining how to turn these problems around with word processing, which brings into the office modern management concepts that have been used for decades in every other part of the organization.

   "Kissing 'The Girls' Goodbye" (13 minutes)
   Boss-secretary office traditions are challenged in a delicate manner with a light touch and hard facts that get people to examine their fears of change and open themselves to new concepts. This film explains how and why word processing changes the traditional boss-secretary relationship and attempts to allay the fears both bosses and secretaries have about this change.

   "Worries and Wonders" (12 minutes)
   In this film a group of former personal secretaries talk about word processing and how it has affected their jobs. The secretaries indicate how apprehensive they were of this new system. The film takes a look at the equipment, opportunities, and challenges of word processing. In fact, one secretary states that word processing is the "most beautiful thing that can happen to a secretary."

"The Pivot Point" (11 minutes)
This film discusses the advantages to managers who use word processing. Middle management starts most of the written communications and paper work--without positive understanding and cooperation, word processing can fail. The psychology and problems of change in the organizational structure are examined while managers and professionals explain the direct benefits to those who use it wisely.

"The Rules of the Game" (11 minutes)
The step-by-step procedures for successful planning, installing, and implementing of word processing are examined. This film presents an in-depth look at getting a company into word processing--changing to new equipment and new procedures, and understanding new office technology.

"It's Really People" (11 minutes)
Whether people are selecting positions and careers, or employers are selecting new people, costly and unfortunate mistakes can be avoided by better information. Experienced supervisors share their knowledge in hiring successful word processors and administrative support secretaries. They also offer their ideas for hiring, training, and management of word processing installations.

"Dictation - Napoleon to Now" (12 minutes)
The world of word processing starts with the word originator. A humorous beginning shows how everything can go wrong in dictating. This film provides key points in assisting an individual to make the best possible use of his or her dictation skills. Simple step-by-step guidelines are given for originating better communication today.

"'In' Side Word Processing" (9 minutes)
This film describes Edison's Ediphone to today's dictating machines and systems. See how the different types and features of the newest equipment will make it easier for the author and transcriber to communicate quickly and accurately. In the government and business office, this film will help all cooperate in making and understanding equipment and media choices--while the student will receive an overview of the choices now available.

"'Out' Side Word Processing" (13 minutes)
With the broad range of word processing electronic and computerized equipment available on the market, this film reviews "output" choices and explains the basic types and applications of software and hardware. It provides business, government, and education with an understanding of terminology and general capabilities in our offices today--again, an informed selection will help guarantee later cooperation and installation success.

Cost of these films: Purchase--$225 per film. If all ten films are purchased, the cost per film is $200. Preview--$15 for two days. Rental--$36 a day, and $18 for each additional day.

2. Media Systems Corporation
Department Q
757 Third Avenue
New York, NY 10017

"Word Processing: The Office of the Future (14 minutes)
This film describes the functions of administrative and correspondence secretaries and the organization of word processing centers. Word processing equipment and its capabilities are explained in detail. In a sequence on career paths, supervisors and managers present the promotion opportunities available in the word processing environment and emphasize the importance of typing, language, and transcription skills to a successful career.

Cost of this film: Purchase--$325. Rental--$100 for one week.

3. Visual Aids Service
University of Illinois
1325 South Oak
Champaign, IL 61820

Each film of the series listed below is available on a rental basis for the price indicated at the right of the title. Descriptions and lengths of these films were presented earlier when they were listed with the company that developed the series, Information Management Corporation.

"What's It All About?" - Rental: $9.00

"Take It from the Top" - Rental: $9.50

"Kissing 'The Girls' Goodbye" - Rental: $9.50

"Worries and Wonders" - Rental: $9.50

"The Pivot Point" - Rental: $9.00

"The Rules of the Game" - Rental: $9.00

"It's Really People" - Rental: $9.00

"Dictation - Napoleon to Now" - Rental: $9.00

"'In' Side Word Processing" - Rental: $9.00

"'Out' Side Word Processing" - Rental: $9.50

4. Films are also available from:

Dictaphone Corporation - contact local marketing representative

IBM Corporation - contact local marketing representative

Lanier Business Products - contact local marketing representative

Norelco - contact local vendor

Western Union - contact local marketing representative

Xerox Corporation - contact local marketing representative

APPENDIX B

SELECTED BIBLIOGRAPHY AND SOURCES OF INSTRUCTIONAL MATERIALS

Selected Bibliography

Bergerud, Marly and Jean Gonzalez. Word Processing: Concepts and Careers. New York: John Wiley & Sons, 1978. (Teacher's Manual to accompany text is available.)

Cecil, Paula. Word Processing in the Modern Office. Menlo Park, California: Cummings Publishing Company, 1976. (Instructor's Resource Package and Student Workbook to accompany text are available.)

Dartnell's Glossary of Word Processing Terms. Chicago: The Dartnell Corporation, 1975.

Konkel, Gilbert J. and Phyllis J. Peck. The Word Processing Explosion. Stamford, Connecticut: Office Publications, Inc., 1976.

Kleinschrod, Walter A. Management's Guide to Word Processing. Chicago: The Dartnell Corporation, 1975.

Kupsh, Joyce, et al. Machine Transcription and Dictation. New York: John Wiley & Sons, 1978. (Teacher's Manual to accompany text is available.)

McCabe, Helen M. and Estelle L. Popham. Word Processing: A Systems Approach to the Office. New York: Harcourt Brace Jovanovich, Inc., 1977. (Instructor's Manual to accompany text is available.)

Rosen, Arnold and Rosemary Fielden. Word Processing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. (Instructor's Manual to accompany text is available.)

Sources of Instructional Materials

A. B. Dick Company
5700 West Touhy Avenue
Chicago, IL 60648

Addison-Wesley Publishing Company, Inc.
Reading, MA 01867

Agency for Innovative Curriculum, Inc.
580 Sylvan Avenue
Englewood Cliffs, NJ 07632

Automatic Typing Institute
515 Madison Avenue
New York, NY 10022

Cummings Publishing Company
2727 Sand Hill Road
Menlo Park, CA 94025

The Dartnell Corporation
4660 Ravenswood Avenue
Chicago, IL 60640

Delta Pi Epsilon Media Board
c/o Donald Busche
Pasadena City College
1570 East Colorado Boulevard
Pasadena, CA 91106

Dictaphone Corporation
120 Old Post Road
Rye, NY 10580

Dictation Disc Company
240 Madison Avenue
New York, NY 10016

ESP, Inc.
1201 East Johnson
P. O. Box 5037
Jonesboro, Ar 72401

G. & C. Merriam Company
47 Federal Street
Springfield, MA 01101

Geyer-McAllister Publications
51 Madison Avenue
New York, NY 10010

Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

IBM Corporation
Office Products Division
Parson's Pond Drive
Franklin Lakes, NJ 07417

Information Management Corporation
P. O. Box 2076
Green Bay, WI 54306

International Word Processing Association
Maryland Road
Willow Grove, PA 19090

Lanier Business Products
1700 Chantilly Drive, N.E.
Atlanta, GA 30324

Media Systems Corporation
757 Third Avenue
New York, NY 10017

Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

Office Publications, Inc.
P. O. Box 1231
Stamford, CT 06904

Olivetti Corporation of America
7918 West Capitol Drive
Milwaukee, WI 53222

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

The H. M. Rowe Company
600 West Van Buren
Chicago, IL 60607

Savin Business Machines Corporation
Valhalla, NY 10595

Science Research Associates
Customer Service Department
259 East Erie Street
Chicago, IL 60611

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

3M Business Products Sales
3289 North Mayfair Road
Wauwatosa, WI 53213

Wang Laboratories
836 North Street
Tewksbury, MA 01876

Western Tape
2761 Marine Way
P. O. Box 69
Mountain View, CA 94042

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10016

Word Processing Innovators
610 N. Water Street
Milwaukee, WI 53202

Word Processing Institute
37 West 72nd Street
New York, NY 10023

Word Processing Society
P. O. Box 90920
Milwaukee, WI 53202

Word Processing Training Programs
P. O. Box 409
Daytona Beach, FL 32015

Xerox Corporation
2200 North Mayfair Road
Wauwatosa, WI 53213